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Self-Study Report to the North Central Association, May 1975

Lindenwood College

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SELF-STUDY REPORT
TO THE
NORTH CENTRAL ASSOCIATION
MAY 1975



the
LINDENWOOD
COLLEGES



I. An Overview

The North Central Association last evaluated the Lindenwood Colleges five years ago. At that moment, the Colleges had just passed through a period of intense change. The Lindenwood College for Women had emerged from its "girls' schools" garb and adopted an innovative curriculum and calendar - one of the pioneering 4-1-4 schools in the country. Lindenwood College for Men (Lindenwood II) had just been founded as a coordinate college. The curriculum dropped the "general education" format and moved to a flexible distribution system with a Common Course as the only required experience.

Since that time, a great deal more has happened. The nationwide drop in enrollments prompted new programs to attract a different clientele. This resulted in Lindenwood Evening College (Lindenwood III), primarily in business but now diversifying into a number of other fields. This program has achieved a remarkable success in the past three years. Both day and evening programs are striving for a career-orientation while retaining the liberal arts framework. Many programs have utilized field study and practicum credit and internships to supplement campus work. Additional degrees have been added (B.M., B.M.E., B.F.A.) to reflect this trend toward career preparation as well as the traditional liberal arts broadness. The Colleges have had to contend with a substantial deficit, which they are now beginning to master.

II. Justification for Change

This Self-Study presents two proposals for substantive change for immediate implementation and two other proposals that are much farther away.

The two intended for immediate use are these:

1. A program for a Master's Degree in Business Administration

This is a program intended for liberal arts graduates whose degrees are in fields other than business.

2. A degree program in individualized instruction at both the bachelor's and master's levels.

This program would be conducted at centers - the initial one being on the Lindenwood campus - using a completely different course and calendar approach than our on-campus courses. This program is designed for those whose career goals or time constraints do not allow an on-campus residence.

The two that are farther away in time are these:

1. A possible master's degree program for in-service elementary and secondary school teachers.
2. A possible public-private junior college program in conjunction with a local junior college district.

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III. Projection of Future Developments

Lindenwood sees itself becoming a cluster of educational institutions, each serving a different student body, cooperating in some areas, remaining separate in others. We see the continued growth of existing programs (such as Evening College) and the proposed new programs strengthening the Colleges both financially and academically, ensuring the financial stability of the institution in the years ahead. We see the possibility of a novel church-college relationship arising from a study now well underway.

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Introduction
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Recently, a special committee of the College Placement Council recommended that increased attention be placed on improving the employability of liberal arts graduates. "Of deep national concern is the dilemma of a growing proportion of students studying in the humanities, social sciences, and other liberal arts disciplines who are unable to find jobs, particularly in teaching and social service."

That dilemma is of special concern to a college like Lindenwood, which has stubbornly maintained its liberal arts focus through the years. It also imposes a delicate, but necessary job. The College must find ways to serve the needs of its students and the community while preserving the values we see in the traditional liberal arts education.

We have gathered a considerable experience and have had a measure of success, particularly in continuing to offer a high quality education and practice credit.

The past few years have seen a growing emphasis on self-study reflection and a continuing effort in this line. An evening enrollment, mostly in business, produces logically a need for some graduate work in business. The needs of teachers in the area require and graduate training.

The growing needs of adults to pursue non-traditional studies prompted Lindenwood to explore the possibility of a junior college district in which we could express our community support for a junior college district in a fruitful possibility for some uncommon public-private cooperative ventures which could be of benefit to the community.

Obviously, the Lindenwood Colleges Constitution was developed at once. But the Lindenwood Colleges are determined to be a viable, solvent, valuable educational cluster of many age levels, while preserving, as a solid inner core, the small, liberal art college environment.

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Introduction

Recently, a special committee of the College Placement Council recommended that increased attention be placed on improving the employability of liberal arts graduates. "Of deep national concern is the dilemma of a growing proportion of students studying in the humanities, social sciences, and other liberal arts disciplines, and a shrinkage of jobs particularly in teaching and social service."

That dilemma is of special concern to a college like Lindenwood, which has stubbornly maintained its liberal arts orientation through the years. It also imposes a delicate, but necessary job. The College must find ways to serve an ever-wider spectrum of students, giving them the skills they need to compete in a dwindling job market and preserving the values we see in the traditional liberal arts.

We have been pursuing this goal for a number of years, so we have gathered a considerable experience and have had a measure of success, particularly in continuing education for both men and women, internships, and practica credit.

LINDENWOOD COLLEGES

The proposals presented to North Central Association in this self-study reflect a continuing effort in this line. An evening enrollment, mostly in business areas, which now encompasses nearly 700 students produces logically a need for some graduate work in business. The needs of teachers in the area require some recognition of their demand for in-service and graduate training. The growing needs of adults to pursue non-traditional studies prompted Lindenwood IV, whose prospectus is included here. The continuously expressed community support for a junior college district is seen as a fruitful possibility for some uncommon public-private cooperative ventures which could be of benefit to the Colleges, to area students, and to taxpayers.

Obviously, not all of these programs can be developed at once. But the Lindenwood Colleges are determined to be a viable, solvent, valuable educational cluster, serving many types of students, of many age levels, while preserving, as a solid inner core, the small, liberal art college environment.

To those who have been a part of the Lindenwood community for a decade or more, the changes that have occurred are profound - so much so that it scarcely seems the same institution.

Until the middle sixties, Lindenwood College for Women met every stereotype, both good and bad, of the mid-western "girls' school." It had many of the attributes of a "finishing" school, though it never quite deserved the pejorative description. But it **Chapter I** student body composed, for the most part, of young women whose family incomes were well above average. They came, in substantial proportions, from small towns, from Arkansas, Oklahoma, Texas, Louisiana, Illinois, and in much smaller proportions from the more distant reaches, even from the east coast.

While here, they were part of a very traditional curricular plan. The college operated on a semester system with no evening courses or summer session. The "general education" component comprised 58 of 120 required hours, and it consisted of the familiar mix of courses common to many colleges and universities of the period: Freshman Composition, History of Civilization, Sophomore Literature, General Biology, Mathematics, and the like. At the end of their two years of general education, students passed on to major in one of the regular academic disciplines.

On a more informal level, **THE RECENT HISTORY OF THE** resident students; the **LINDENWOOD COLLEGES** "day students" were a **LINDENWOOD COLLEGES** missives were forwarded regularly to "integrate" them into campus life. The young women were regulated by a dress and conduct code. The honor system was visible; offenders were prompted by peer pressure to observe the rules or report themselves. Chapel was required each Wednesday noon and each Sunday evening. Attendance did not guarantee attention, but it was about universal and formed an occasion when the entire community met together, not just for religious purposes but for various secular purposes as well. The Dean of the Chapel was a prominent figure on campus.

Quite obviously, the connection with the church was clear and unchallenged. The President, Fyroc McCluer, was a nationally prominent layman and frequent lay preacher. The Presbyterian Church provided relatively little of the college budget, but the size of the endowment made that a matter of small concern.

The chief matter of concern in the "old Lindenwood" was the rapid turn-over of students. Relatively few of those who entered as freshmen stayed to graduate. Many came as a result of a compact with their parents who wished to retard their socialization by coming to Lindenwood for two years and then finishing at a co-educational college. The path from Lindenwood to the University of Oklahoma was well-worn. Thus, a massive recruiting effort was required each year to make good the equally massive attrition. There were relatively few upper-division transfers in those days, so advanced classes were, comparatively, small, and the major effort of the faculty was expended in the large required general education courses.

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In spite of these conditions, which were not unique in middle-western women's colleges, the faculty was capable and conscientious, and a very respectable, if low-key, academic effort was generated, punctuated by the flashes of the really capable students who sometimes came along and sometimes stayed. If the national educational climate had not changed, Lindenwood College for Women might still be here in its old form doing its work. But, of course, everything did change, and the College changed with it.

The first change really goes back well into the era of the "old Lindenwood," and forms an area in which the College engaged in real groundbreaking. This was the advent of the "continuing education" woman.

While adult students have been attending Lindenwood to a limited extent for many years, it was not until the fall of 1961 that the college publicized a program for the continuing education of women. This was the result of the increased interest in and demand for higher education on the part of mature women who began to realize that they "must prepare for at least three decades of life after 40." During the early years, they were merely absorbed into the regular procedures of the college with only perfunctory recognition as a separate group.

In 1968, a Dean of Continuing Education was appointed and her responsibility was to work with and encourage women to begin their work toward a degree or to complete an interrupted academic program. Beginning with 1969, the program included men desiring an education either to upgrade their positions or to plan for a second career. A well-advertised evening program accelerated registrations. Also, the formal organization of the continuing education students now gives the group a cohesive posture and identity within the college.

An impetus was given to the program in 1968 through a trial administration of the College Level Examinations which were offered without charge to the St. Charles community. A number of students entered Lindenwood with advanced standing as a result of this. A follow-up study of the adult graduates over the past eight years provided real guidelines for further improvement of the program.

The horizontal and vertical scheduling of classes at Lindenwood proved to be a real incentive to many women for it is possible for them to attend only two days a week, and having Wednesdays free is also an attraction. Our academic program allows for greater flexibility which is to the advantage of the mature student.

It can be seen how important this component became and still is when we look at the number of continuing education students who graduated each year:

1960 - 2	1968 - 17
1961 - 4	1969 - 21
1962 - 12	1970 - 18
1963 - 10	1971 - 17
1964 - 5	1972 - 24
1965 - 5	1973 - 15
1966 - 5	1974 - 26
1967 - 13	

In graduating classes of 100-120, this is a large proportion. Of these graduates, two have gone to Ph.D. level, eight to Master's level, seven are presently working on Master's degrees, one is now in law school.

In the mid-sixties, a current began to move through the campus community. In part, this was a pragmatic reaction to the increasing reluctance of women high school graduates to attend a single-sex school. This meant, of course, increased difficulties in recruitment. In part, it was a faculty desire to restructure the College. This effort very nearly resulted in a decision to implement a 3-3-3 curriculum, but that effort finally was abandoned.

With the appointment of President John A. Brown in 1968, a much broader impetus to change began. This was heralded in two major ways. The first was in the decision in January 1969 to establish a separate college to admit men. The separate college was chosen to make possible a retention of the women's college tradition and organization. The action followed a lengthy debate featuring predictions of doom no matter which decision was taken. It seems clear that Lindenwood II would probably not have been founded if the supply of women students had remained constant. In any case, the arrival of the men has not been either a disaster or a panacea.

The initial groups of men attracted to a brand-new campus proved to be academically talented, but minimally motivated. They were often out of step with most of society's structures and proved to be a severe trial. They were not outstandingly different from many groups of male students on campuses in those years and would have been unnoticed on a university campus. They were very noticeable here. Over the last years this situation has changed, and our male student body, though still small, is now comparable to our female student body.

The second major change comprised a sweeping curricular and calendar change that brought the two colleges to the 4-1-4 calendar and abolished the ancient general education system. The curriculum will be described in detail later.

It is at this point in time that the community made some errors of judgment or at least errors of prediction. We anticipated that these changes would generate a rise in enrollment and an increase in the academic level of those attracted. In anticipation of this increase, much more stringent admissions standards were imposed and the program was subsidized by borrowing from the endowment. These actions substantially increased operating deficits which have continued to deplete the college's resources. The anticipated increase in residence students did not materialize, in part because of national trends which were mis-read (at least we were not alone in that). As our resources lessened, we found it necessary to shrink faculty and programs; this proved a trauma which resulted in a degree of ill-will among many faculty members directed at the administration. Some unpleasant years ensued.

Very largely as a reaction to this deficit, the faculty agreed to the establishment of an evening program, primarily in business. Though there were (and in a lesser degree, still are) some doubts about the purity of such a program in a liberal arts college, the program has flourished. Begun in the fall of 1972 with 127 students, the program now has about 670 and has retarded

our slide into debt. In the spring of 1975, this evening college became Lindenwood III and its director became a dean on a par with the deans of Lindenwood College for Women and Lindenwood II.

With the resignation of President Brown, a year of interlude occurred, presided over by the return of the President-emeritus, Franc McCluer. This period ended with the appointment of President William C. Spencer in October of 1974. Without making substantial changes in existing curriculum or calendar, the faculty has moved in the 1974-75 academic year to add significant programs which are outlined later in this self-study, particularly proposals for Lindenwood IV, the Master of Business Administration, and possible M.A. programs in education. At a more distant level yet is "Lindenwood V," a possible public-private junior college program.

The Lindenwood Colleges have not fully mastered their problems, but the situation has "bottomed out" and there is a marked recovery. No one could pretend to total complacency but no one could descend into despair either over the increasingly bright prospects. Community support has been encouraging, and the board seems determined to take the positive actions necessary at that level to ensure success and continued service to the local community and a wider clientele around the country.

But it is clear that the college community is a different one than it used to be. The residential enrollment continues to be a smaller proportion than it used to be, and the colleges are much more oriented to the St. Charles-St. Louis metropolitan area. The evening enrollment is, of course, local save for those resident students who take an evening course. We must be careful that the programs envisioned do not totally change the character of the original community, but, at the same time, we have to respond to needs, both for the good of students and the good of the Colleges.

A. The Boards of the Colleges

The governance structure of the Lindenwood Colleges is, in part, the usual academic apparatus. Our situation, though, is somewhat unusual because of the creation of the second college, Lindenwood II, in 1969, a college with its own charter and board. The newer college has shared the faculty and buildings of the parent institution. Now, with the appearance of Lindenwood III (the evening college) and Lindenwood IV (the college for individualized study), a move is underway to simplify the board structure. Here is an outline of the present and future board arrangement.

Chapter II

1. Lindenwood College for Women

The management of Lindenwood Female College, known as Lindenwood College for Women, is vested in a self-perpetuating Board of Directors. Fifteen directors are elected for a period of six years each and divided into three classes of five each. The number of directors is limited to fifteen by charter, and, according to the bylaws, no person 70 years of age or older shall be eligible for nomination or election to the Board of Directors. The Board of Overseers was originally established as the Advisory Board in 1952 to provide a means of continuing participation of Board members ineligible for re-election to the Board of Directors. Up to twenty members may be elected to the Board of Overseers plus an unlimited number of Life Members who are not eligible for re-election to the Board of Directors due to the age limitation or who have served the maximum number of years on the Boards of Directors as stated in the bylaws. The Board of Overseers meets with the Board of Directors and its members may vote on issues with the exception of matters that require a legal form of the Board of Directors.

GOVERNANCE OF THE INSTITUTION

a. Members of the Board of Directors of Lindenwood College for Women are:

Russell J. Crider, M.D., Chairman of Board (1964) Surgeon, St. Charles, Missouri

Mrs. Thomas S. Hall, Vice-Chairman of Board (1969) Housewife, Wife of faculty member at Washington University, St. Louis, Missouri

Robert Hyland, LL.D., Treasurer of Board (1971) Vice President, CBS Radio, St. Louis, Missouri

Mrs. John Warner, III, Secretary of Board, Alumna, (1972) Wife of President of First National Bank, Clinton, Illinois

D. C. Arnold (1973) Chairman of Joint Buildings and Grounds Committee, President, McDonnell-Douglas Electronics Co., St. Charles, Missouri

Mrs. E. K. Barton, Alumna, (1966) Housewife, widow

A. The Boards of the Colleges

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D. C. Arnold (1973) Chairman of Joint Buildings and Grounds Committee. President, McDonnell-Douglas Electronics Co. St. Charles, Missouri

Mrs. K. K. Barton. Alumna. (1966) Housewife, widow

William B. Harris. (1969) Attorney. Washington, D.C.

Jefferson L. Miller. (1972) Chairman of Joint Finance Committee.
Senior Vice President, First National Bank. St. Louis, Missouri

Mrs. Joseph Pulitzer, Jr. (1973) Former Curator of St. Louis
Art Museum. St. Louis, Missouri

James W. Quillian. (1968) President, Cravens Quillian Land
Management Company. Oklahoma City, Oklahoma

David Q. Reed. (1969) Attorney. Former member of State
Legislature. Kansas City, Missouri

Mrs. Warren McK. Shapleigh. (1973) Wife of President of Ralston-
Purina Co. St. Louis, Missouri

Miss Victoria Smith. Alumna. (1970) Employed at Intrav, Inc.
St. Louis, Missouri

Armand C. Stalnaker. Former Chairman of Board of Directors (1969)
Chairman and President, General American Life Insurance Co.
St. Louis, Missouri

Richard A. Young. (1969) President, Bemis Co., Inc. Planning &
Minneapolis, Minnesota

b. Members of the Board of Overseers are:

William H. Armstrong, Life Member. Attorney. St. Louis, Missouri

John M. Black, LL.D., Life Member. Retired Vice President for
Operations, Southwestern Bell Telephone Company. Corona Del Mar,
California

Mrs. John C. Brundige. Alumna. Wife of President of Chicago Die
Casting Co. Sugar Grove, Illinois

Frank E. Colaw. Superintendent, St. Charles Public Schools.
St. Charles, Missouri

Mrs. Thomas W. Erwin, III. Alumna. Housewife. Ennis, Texas

Arthur S. Goodall, Life Member. Semi-retired. Former President,
Goodall & Co. (investment management). St. Louis, Missouri

Mrs. James C. Hamill. Alumna. Housewife-widow. Oklahoma City,
Oklahoma

Paul Knoblauch. President, First National Bank of St. Charles.
St. Charles, Missouri

The Reverend W. Davidson McDowell, D.D., Life Member. Minister,
Ladue Chapel. St. Louis, Missouri

Mrs. James A. Reed. Alumna. Life Member. Retired. Former President, Donnelly Garment Co. Kansas City, Missouri

The Reverend W. Sherman Skinner, D.D., Life Member. Retired minister. Santa Fe, New Mexico

Mrs. L. L. Smith. Alumna. Probate Judge. Wife of owner of radio station. Houston, Missouri

Mrs. Arthur Stockstrom, LL.D. Life Member. Housewife-widow. St. Louis, Missouri

Mrs. Horton Watkins, LL.D. Life Member. Housewife-widow. St. Louis, Missouri

2. Lindenwood College II

Lindenwood College II is managed by a self-perpetuating Board of Trustees consisting of twelve members elected for staggered six-year periods. The number of trustees may be increased or decreased from time to time by amendment of the by-laws.

a. Members of the Boards of Trustees of Lindenwood College II are:

George W. Brown, Chairman of the Board (1969) Chairman, Planning & Resources Committee. Retired. Former Chairman, Wagner Electric Company. St. Louis, Missouri

Roland T. Pundmann, Vice-Chairman of the Board (1973) President-Manager, Pundmann-Ford. St. Charles, Missouri

Walter L. Metcalfe, Jr., Secretary-Treasurer of Board. (1969) Chairman of Faculty Curriculum Committee. Attorney. St. Louis, Missouri

Edward W. Cissel. (1970) Headmaster, Country Day School. St. Louis, Missouri

The Reverend Edward J. Drummond, S.J. (1969) Executive Vice President, Saint Louis University. St. Louis, Missouri

Larry Edwards (1973) Emerson Electric Company. St. Charles, Missouri

Thomas R. Remington (1970) Attorney. St. Louis, Missouri

Earl J. Wipfler, Jr., M.D. (1970). Surgeon. St. Charles, Missouri

3. The Board of Control of The Lindenwood Colleges Corporation

The Board of Control consists of three members elected by the Board of Directors of Lindenwood College for Women and three elected by the Board of Trustees of Lindenwood College II. The Board of Control,

which serves as an Executive Committee of the Boards of Lindenwood College for Women and Lindenwood College II, meets monthly, and has the power to appoint faculty, prescribe courses of study and grant degrees. The Lindenwood Colleges Corporation has the power to receive, hold, enjoy and disburse all property and money of every name and nature, donated, bequeathed, devised, conveyed or transferred to it, and particularly to assign and pay over from time to time to the respective institutions as may be affiliated with the corporation such proportion of its property, funds and income as may be determined by the corporation.

The members of the Board of Control are:

Robert Hyland, Chairman (Lindenwood College for Women)
George W. Brown (Lindenwood College II)
Russell J. Crider, M.D. (Lindenwood College for Women)
Mrs. Thomas S. Hall (Lindenwood College for Women)
Walter L. Metcalfe, Jr. (Lindenwood College II)
Roland T. Pundmann (Lindenwood College II)

4. Joint Committees

Joint standing committees of the Boards of Lindenwood College for Women and Lindenwood College II are:

Buildings and Grounds Committee

Faculty and Curriculum Committee

Finance Committee

Planning and Resources Committee

Student Life Committee

5. The Boards of Lindenwood College for Women and Lindenwood College II meet in joint session three times a year, and independently if necessary. It has been the feeling of members of the Boards that the present organization of the Boards is cumbersome, and will become more cumbersome as new colleges are developed in the cluster of The Lindenwood Colleges. Therefore, several resolutions were adopted at a joint meeting of the Boards on March 8, 1975. By these resolutions and through court action, which will be initiated promptly, the corporations of Lindenwood College II and The Lindenwood Colleges will be dissolved. Management and legal authority will then be vested in a Board of Directors for Lindenwood Female College, to be known as The Lindenwood Colleges, and Boards of Advisors will be established relating to one or more of the colleges or divisions maintained and operated by The Lindenwood Colleges. The official resolutions are reproduced below.

PROPOSED RESOLUTIONS
WITH REFERENCE
TO THE
BOARD OF DIRECTORS

RESOLVED by the Board of Directors of Lindenwood Female College that there be and there is hereby recommended an amendment of Section 3 of the Charter of this corporation, being AN ACT To Incorporate the Lindenwood Female College adopted by the General Assembly of the State of Missouri and approved February 24, 1853, as amended by AN ACT To Amend an Act Entitled "An Act to Incorporate the Lindenwood Female College", adopted by the General Assembly of the State of Missouri and approved February 18, 1970, so that said Section 3 shall read as follows:

Section 3. The management of the affairs of this corporation shall be vested in a Board of fifteen (15) Directors; the persons named in Section 1 hereof shall constitute the first Board of Directors. The Board of Directors may by By-Laws change the number of Directors, either to increase or decrease such number, at any time and from time to time, and may provide therein for the manner of their election for the creation of classes of Directors and for the terms of office of Directors in such classes, provided that the number of Directors shall not be reduced below three. Vacancies occurring in the Board by resignation, death or otherwise, shall be filled by the Board.

FURTHER RESOLVED, by the Board of Directors of Lindenwood College that there be and there is hereby recommended an amendment of Section 4 of the Charter of this corporation, being AN ACT to Incorporate the Lindenwood Female College adopted by the General Assembly of the State of Missouri and approved February 24, 1853, as amended by Section 1 of AN ACT To amend an Act entitled "An Act to Incorporate the Lindenwood Female College", adopted by the General Assembly of the State of Missouri and approved February 18, 1870, so that Section 4 shall be cancelled in its entirety.

FURTHER RESOLVED, that the proper officers of the College and its legal counsel be and they hereby are authorized and directed to take any and all action necessary or appropriate to place in effect the foregoing amendments, including, without limitation, the filing of court proceedings to effectuate such changes and to test the legality of the amendments and any other legal relationships affected by such amendments.

CONSOLIDATION OF THE CORPORATIONS
AND
DEVELOPMENT OF ADDITIONAL PROGRAMS

WHEREAS, the Board of Directors has determined that it is in best interests of the College generally to consolidate the legal authority and
RESOLVED by the Board of Directors of Lindenwood Female College that the plan of dissolution and liquidation of Lindenwood College II Corporation, a not-for-profit Missouri corporation, and The Lindenwood Colleges Corporation, a not-for-profit Missouri corporation, upon the terms presented to this meeting, be and it is hereby ratified and affirmed.

FURTHER RESOLVED that the Board of Directors recommends that this corporation accept the assets, subject to the liabilities, of such corporations upon liquidation and that this corporation assume the contractual obligation of said corporations, including, without limitation, contracts for the education and housing of students enrolled in Lindenwood College II.

FURTHER RESOLVED that the proper officers of this College and its legal counsel be and they hereby are authorized and directed to take any and all action necessary or appropriate to place in effect the foregoing resolutions, including, without limitation, the filing of court proceedings to effectuate such resolutions and to test the legality of the action taken therein and any other legal relationships affected by such resolutions.

Colleges or divisions maintained and operated by this corporation. The duties and authorities of said Boards shall be determined by resolution duly adopted by this Board of Directors and shall include generally the authority and duty to consult with and advise this Board, the administration and other constituencies with respect to the conduct, support and promotion of such colleges or divisions and in matters of curriculum, student life, development and building and grounds. Such Boards shall not have the power and authority to contract for or bind this corporation in policy, legal or fiscal matters. Eligibility for nomination or election to such Boards shall not be limited by age or succession and members of the Board of Directors shall be eligible for service. Such Boards shall meet as such as determined by resolution and shall have the right, at least annually to meet jointly with the Board of Directors, but members thereof shall not have the right to vote on the matters presented to such joint meetings.

B. The Administration ESTABLISHMENT OF ADVISORY BOARDS

WHEREAS, the Board of Directors has determined that it is in best interests of the College generally to consolidate the legal authority and responsibility for the operation of the Lindenwood Colleges, and

WHEREAS, the Board of Directors has determined that it is desirable and in the best interests of the College to maintain the identity of existing Colleges and divisions and to expand and extend the educational services provided by the College, and

WHEREAS, the Board of Directors has determined that such Colleges and divisions should have available the advice and support of persons with interests and knowledge related to the respective needs and objects of said Colleges and divisions.

NOW, THEREFORE, BE IT RESOLVED, that the By-Laws be amended by adding a new Section 3 to Article IV to provide as follows:

There shall be established from time to time by the Board of Directors advisory or consulting boards to be known as Boards of Advisors which said boards shall relate to one or more of the Colleges or divisions maintained and operated by this corporation. The duties and authorities of said Boards shall be determined by resolution duly adopted by this Board of Directors and shall include generally the authority and duty to consult with and advise this Board, the administration and other constituencies with respect to the conduct, support and promotion of such colleges or divisions and in matters of curriculum, student life, development and building and grounds. Such Boards shall not have the power and authority to contract for or bind this corporation in policy, legal or fiscal matters. Eligibility for nomination or election to such Boards shall not be limited by age or succession and members of the Board of Directors shall be eligible for service. Such Boards shall meet as such as determined by resolution and shall have the right, at least annually to meet jointly with the Board of Directors, but members thereof shall not have the right to vote on the matters presented to such joint meetings.

Those reporting directly to the President are the Vice President, the Deans of Lindenwood College for Women, Lindenwood College for Men, and Lindenwood Evening College, the Director of Admissions, and the Librarians. The President meets weekly with these administrative colleagues, with the exception of the Librarians, to exchange ideas about various aspects of campus life and to reach administrative decisions. He meets monthly with the six members of the Board of Control of The Lindenwood Colleges, and three times a year with the Boards of The Lindenwood Colleges.

Other personnel in the President's Office include an Assistant to the President and a secretary whose primary duties include preparation and distribution of news releases.

B. The Administrative Offices

Some of the officers in the administrative hierarchy serve the entire Lindenwood academic community, while others serve particular colleges. Those whose duties span the entire structure are the President of the Colleges, the Vice President (together with all the support facilities within his responsibility), and the Director of Admissions. Each college, of course, has its own dean.

1. The President's Office

The President of The Lindenwood Colleges is elected and his salary fixed by the Boards. The duties of the President as Chief Executive Officer are described in the Bylaws of the Board of Directors of Lindenwood College for Women: The President "shall be an ex officio member of the Board of Directors, of the Executive Committee, and such other committees as may be appointed by the Chairman of the Board or by the Board of Directors; shall preside over the faculty and students and under the regulations of the Board shall have direct oversight of all the government, discipline, educational and business affairs of the institution; shall employ, subject to the policies of the Board of Directors, the teaching, administrative and other employees of the College, and shall have direct authority over them; shall report to the Board at each meeting; shall suggest annually for the consideration of the Board his plans, budget, and policies for the coming year including the financial and property needs of the College; the budget for each year to be presented to the Board of Directors for approval in advance shall indicate the salary and compensation policies and the structure of major fees and tuition charges on which the budget is based; shall give a resume of the year annually in relation to the plans, budget, and policies previously adopted, including a report of the financial supporting and student constituencies, the accomplishments and performance of the faculty, and the interest and support of the alumnae; and shall supervise all publications and announcements issued in the name of the College."

The present President came to Lindenwood in October, 1974. The Board has charged him with the responsibility of increasing revenues and eliminating the deficit over the next few years.

Those reporting directly to the President are the Vice President, the Deans of Lindenwood College for Women, Lindenwood College for Men, and Lindenwood Evening College, the Director of Admissions, and the Librarians. The President meets weekly with these administrative colleagues, with the exception of the Librarians, to exchange ideas about various aspects of campus life and to reach administrative decisions. He meets monthly with the six members of the Board of Control of The Lindenwood Colleges, and three times a year with the Boards of The Lindenwood Colleges.

Other personnel in the President's Office include an Assistant to the President and a secretary whose primary duties include preparation and distribution of news releases.

2. Office of the Vice President

The Vice President reports directly to the President of the Colleges and is responsible for the general administration of the colleges. He and the President share the supervision of the Controller and the Superintendent of Buildings and Grounds. The Vice President has direct responsibility for planning, development, public information, community and government relations, alumni affairs, publications, conferences, and special events. He works with the Deans of the Colleges in coordinating long-range plans and projecting facilities requirements.

In addition to the Controller and the Superintendent of Buildings and Grounds, the following persons report directly to the Vice President:

1. The Director of Alumni Affairs and Placement (part-time) and her full-time assistant.
2. The Development Officer (part-time) and a full-time development office manager.
3. The mail-room Supervisor, the Conference Coordinator, the Public Information Officer, and a part-time publications editor.

The Controller is responsible for budgeting, accounting, payroll, fund management, purchasing, and the auxiliary enterprises. He has the following persons reporting directly to him:

1. The manager of the post office and bookstore
2. The Accounting supervisor
3. The switchboard operator
4. A personnel officer (part-time)
5. The purchasing agent

The Superintendent of Buildings and Grounds is responsible for the operation and maintenance of the physical plant. Reporting to him are all outside contractors and college employees responsible for maintaining the buildings and grounds. This includes custodians, groundskeepers, plumbers, painters, a carpenter, electrician, and the staff of the central heating plant.

3. The Admissions Office *visit policy.*

Today's admissions officers are usually defensive, since they feel that their job is an impossible one. We must measure the immeasurables such as motivation and competence and yet at the same time incorporate past academic performance, test scores, counselor recommendations, parental descriptions of their offspring, and our individual evaluations.

1. Office of President

The admissions function must be closely involved with the major strategy of how the college is designed and operated. The establishing of aims, goals, and objectives is not enough. The Lindenwood Colleges must pick up the student where he is, and by giving him what he needs, carry him forward to a goal that makes sense to him as being relevant to his needs. As a college we have an obligation to take risks. During the 1950's and 1960's, the admissions officer had looked upon "attrition" as his worst enemy. At all cost he wanted to play safe, consequently depriving some who turned out to be outstanding later in life. We must focus our thoughts more toward the needs of the students instead of the needs of the college. True *listed* evaluation of the student comes many years after graduation.

I. AREA OF STRENGTH *staff members:*

- A. The individual attention given to the applicant, prospect, parents, and all parties concerned.
 - 1. School visitation and follow-up visits by representative of the Office of Admissions. *from exercises.*
 - 2. Campus visit by the student.
 - 3. Correspondence from our office, also the President, Academic Dean, departmental and divisional chairmen, other faculty-staff members.
- B. The honesty associated with every facet of the recruiting program. *Personal contact very important*
 - 1. Never the "hard sell approach" but instead the genuine interest in the individual and his needs. *chairs, churches,*
 - 2. Answer questions directly and truthfully. Never substitute an excuse. *work for the improvement of the program,*
- C. Communication between Administrative Offices.
 - 1. All personnel working toward a common goal.
 - a. Staff members must be informed at all times.
 - b. Cooperation of staff members with other offices. *interviews (both prospects and parents), counselors,*
- D. The establishment of rapport between the Admissions Office and the high school counselors. *full-time representative to be added in the fall of 1975)*
 - 1. Success impossible without cooperation.
 - 2. Both must be continually informed of policy changes, curriculum changes, and all facets of operation.

- E. Student Campus visit policy.
 - 1. Very important to have the prospect visit the campus.
 - a. One of the most effective tools of the recruitment program.
- F. Follow-up program of both prospects and applicants.
 - 1. Office of President
 - 2. Office of Academic Dean.
 - 3. Divisional chairmen and departmental heads.
 - 4. Students.
- G. Cooperation and trust of the superiors.
 - 1. Understanding of those above with the decisions made and by this office in regard to policy, practice, and other proper procedures.
- H. Excellent working conditions and healthy atmosphere associated with office operation.
- I. Rapport with staff members.
 - 1. Communication and assignment of duties and workload of all within the staff.
- J. The reward of seeing the rough stone emerge as a precious gem in four years, at the graduation exercises.

II. AREA OF IMPROVEMENT

A. Present

- 1. The continual school, church, home visitation program.
 - a. Personal contact very important
 - b. The proper scheduling of personnel with activity involved.
- 2. Communication to schools, counselors, teachers, churches, alumni, parents and friends throughout the nation.
- 3. To constantly work for the improvement of the program, making more effective use of successful practices, and the elimination of the ineffective ones.

B. Future

- 1. The opening of new areas for recruitment.
 - a. East coast area: School visitations, personal interviews (both prospects and parents), counselors, informational luncheons, and working with area churches. (part or full-time representative to be added in the fall of 1975)

- III. AREA OF
- b. Chicago, Illinois area.
 1. More school visits and church programs.
 2. More advertising in area.
 3. Choir tour and area informative programs.
 - c. Washington, D.C., Virginia, Delaware, and Maryland Area.
 - d. Central States Area.
 1. Heavy concentration through school, home, and church visitation.
 2. Additional follow-up services for prospects and applicants.
 3. More informative meetings for school counselors, churches, parents, and friends of The Lindenwood Colleges.
 - e. Alumni Workers
 1. Experimental program started this past year in the Los Angeles, Philadelphia, New York, Memphis and Indianapolis areas.
 - a. Alumni workers assist office by contacting prospects and applicants, offering their services.
 - b. Provide office with additional names for future prospects.
 - c. Act as liaison between office and their church, school, and community.
 - f. Research
 1. Success of students, what factors are more predictive of probably success of student on campus.
 - a. Factors: ACT and/or SAT scores, class rank, curriculum in high school, graduates from "strong" and "weak" high schools, recommendations of high school counselors, success of previous graduates from same school. A student in the 7th decile of one school that constantly performs better academically at The Lindenwood Colleges than a student in the 3rd, 4th, or 5th decile from another school. This information is valuable in our acceptance decisions.
 - g. Proper programming of Admissions Office activity.
 1. Quarterly scheduling.
 - a. September, October November -- Heavy participation load in College Days and Nights programs.
 - b. December, January, February -- Follow-up schools, students, homes, churches, especially all persons contacted previously through College Days and Nights programs, giving special individual attention and service to all possible
 - c. March, April, May -- Help make the undecided decide on The Lindenwood Colleges.
 - d. June, July, August -- Process and review year's activities; allocate areas of concern to personnel and staff.

III. AREA OF CONCERN

A. The informing of proper State Agencies, Accrediting Agencies, and the population as a whole of the need of strong four-year private liberal arts colleges such as The Lindenwood Colleges. Granted, there is a need for state-supported universities, colleges, junior colleges, vocational training institutes, commercial schools, etc. We do not look at these institutions necessary as competitors, but more as a school providing a definite need in our society today.

B. Communication between faculty and the Office of Admissions.

1. The unawareness of some faculty persons as to the competitiveness in today's recruitment of the student.
2. The lack of understanding of the total operation of the Admissions Office.
3. The increasing importance in the recruitment of today's junior college graduate. Soon it could mean the survival of the private four-year liberal arts college.
4. The increasing number of changes in thinking and practices.
5. The importance of maintaining the high morale of the student body. They are the true recruiters for any and every college.

GEOGRAPHICAL DISTRIBUTION:

Presently 34% of the students are from 13 states and 1 country. States are: Illinois (10), Arkansas (4), New Jersey (4), California (6), Oklahoma (2), New Mexico (2), Minnesota (2), Ohio (1), Delaware (1), Michigan (1), Florida (1), and country of Brazil (1).

RELIGIOUS PREFERENCE:

Of those voluntarily reporting their religious preference: Protestant 52.6%, Catholic 43%, Jewish .6%.

TEST SCORES:

SAT: Verbal 45
ACT: Composite 20

All students (median scores): L.C. students ranked at the 71% College Bound " " : L.C. students ranked at the 54%

CLASS RANK:

First Tenth	33%	Sixth Tenth	11%
Second Tenth	11%	Seventh Tenth	7%
Third Tenth	17%	Eighth Tenth	5%
Fourth Tenth	7%	Ninth Tenth	3%
Fifth Tenth	10%	Tenth Tenth	1%

Range Class Size 22 - 1400

SEX:

Female 83
Male 31

EARNED GRADE POINT AVERAGE:

Median - 2.915 (on 4.0)

TYPE OF HIGH SCHOOL:

Public - 85% Private - 10% Parochial - 5%

FINANCIAL AID AWARDS:

47% receiving some financial aid

SUMMARY:

33% of the students ranked in the upper 10%, 56% in the upper 30%, 73% in the upper 50%, 97% in the upper 70%.

FRESHMAN PROFILE

Analysis of the Class of 1978

The following information is based ONLY on paid new freshmen students as of September 3, 1974.

GEOGRAPHICAL DISTRIBUTION:

Presently 34% of the class is from outside the State of Missouri, representing 15 states and 1 foreign country. States represented are: Illinois (10), Arkansas (4), New Jersey (4), California (4), Oklahoma (2), New Mexico (2), Minnesota (2), New York (2), Tennessee (2), Kansas (1), Connecticut (1), Ohio (1), Delaware (1), Michigan (1), Florida (1), and country of Brazil (1).

RELIGIOUS PREFERENCE:

Of those voluntarily reporting this information: Protestant 52.4%, Catholic 43%, Jewish .6%.

TEST SCORES:

SAT: Verbal 455 Math 465 (median)
ACT: Composite 20.5 (median)

All students (median scores): L.C. students ranked at the 71%
College Bound " " : L.C. students ranked at the 54%

CLASS RANK:

First Tenth	33%	Sixth Tenth	11%
Second Tenth	11%	Seventh Tenth	7%
Third Tenth	12%	Eighth Tenth	5%
Fourth Tenth	7%	Ninth Tenth	3%
Fifth Tenth	10%	Tenth Tenth	1%

Range Class Size 22 - 1488

SEX:

Female 83
Male 31

EARNED GRADE POINT AVERAGE:

Median - 2.915 (on 4.0)

TYPE OF HIGH SCHOOL:

Public - 85% Private - 10% Parochial - 5%

FINANCIAL AID AWARDS:

67% receiving some financial aid

SUMMARY:

33% of the students ranked in the upper 10%, 56% in the upper 30%, 73% in the upper 50%, 97% in the upper 70%.

FINANCIAL AID

Financial assistance at The Lindenwood Colleges consists of scholarships, grants-in-aid, loans and student employment. In most cases, the financial aid package awarded to the student consists of one or more of the types of aid available and, whenever possible, the total amount awarded meets the demonstrated financial need of the individual as determined by an analysis of the Parents' Confidential Statement or the Student's Financial Statement of the College Scholarship Service. New students would file these forms when applying for admission; returning student must file by March 1.

Financial aid awards are made for one year at a time. They are normally renewed in subsequent years unless the student is on academic, social, or disciplinary probation, or has not met the regulations for financial aid as hereafter stated, and provided demonstrated financial need remains the same. It is, therefore, necessary for the student to file an application for aid and the parents to file the Parents' Confidential Statement each year. Married students will be asked to complete the Student's Financial Statement. If students withdraw from The Colleges during the year, their aid is automatically terminated at the time of withdrawal. Only in exceptional cases would such aid be reinstated a subsequent year.

SCHOLARSHIPS

A scholarship is a recognition of superior scholastic achievement or exceptional talent awarded to students when they enter The Colleges. The dollar amount of the scholarship award is determined by the student's demonstrated need although applicants without need may be considered for competitive departmental or honor scholarships. Scholarship recipients must maintain a grade point average of 2.5 by the end of the freshman year, a cumulative 2.75 by the end of the sophomore year, and a cumulative 3.0 by the end of the junior year, must continue to meet all other college requirements, and show demonstrated financial need if the scholarship is not a competitive departmental or honor scholarship. Students awarded scholarships in specific areas are expected to select the area in which the award is made as their area of concentration.

HONOR SCHOLARSHIPS - Honor scholarships valued at \$500 each over a four-year period or a total of \$2,000 are awarded to entering freshmen. A number of these scholarships are funded by a grant from the Monticello College Foundation. Renewal of these scholarships is based upon satisfactory academic performance. Honor scholarships are awarded on the basis of: class standing, grand point average, test scores, leadership and citizenship, exceptional talent, a written self-evaluation of goals and objectives, and recommendations from two individuals known to the applicant. Financial need is not a prerequisite.

TRANSFER WOMEN SCHOLARSHIPS - These scholarships are for graduates of two year colleges interested in continuing their education at Lindenwood. Recipients of these scholarships will be selected on the basis of financial need and leadership potential. These scholarships are also funded by the Monticello College Foundation.

GRANTS

GRANTS-IN-AID - Grants-in-aid are based upon need. Recipients of grants-in-aid must maintain a cumulative grade point average of 2.0, continue to meet all other college requirements, and have demonstrated financial need.

BASIC EDUCATIONAL OPPORTUNITY GRANT - This is a program which provides Federal funds to eligible students for their education and training after high school. Basic Grants are available to students who began their post high school education after April 1, 1973 and who are attending on a full-time basis. These are awarded to students throughout the country based on a Federal formula which measures the ability of you and your family to meet your educational expenses. You must apply for this grant directly to Basic Grants, P.O. Box 84, Washington, D.C. 20044.

MISSOURI STUDENT GRANT - The State of Missouri will provide grants for Missouri students to use at an institution of their choice within the state. The maximum amount of a grant to an individual is \$900 for a full year at Lindenwood. To be eligible you must be a resident of Missouri, demonstrating financial need, and you must be enrolled or accepted for enrollment at an institution within the State of Missouri.

Loans

NATIONAL DIRECT STUDENT LOAN - Students enrolled in or who have been accepted for enrollment in full-time or at least half-time courses, and who need financial help for educational expenses may be eligible for a National Direct Student Loan.

A full-time undergraduate student at Lindenwood may borrow up to \$1,000 each academic year to a total of \$5,000. The repayment period and the interest do not begin until nine months after the student ends his studies. The loans bear interest at the rate of three percent per year. Upon graduation or withdrawal from Lindenwood, a student must contact our Business Office regarding their repayment schedule. Our present minimum repayment is \$30.00 per month.

Federally Insured Loans - These loans are administered by participating banks. Forms for such a loan may be obtained from the bank or the Financial Aid Office of The Lindenwood Colleges. Students whose adjusted family income is less than \$15,000, will automatically qualify for Federal interest benefits. Any student, whose adjusted family income is \$15,000 or greater, who wishes to apply for a subsidized loan, must, as under current procedures, submit to the lender the school's recommendation based upon a need analysis. Students who do not qualify for Federal interest benefits, and who do not apply for subsidized loans, need only to make application for a non-subsidized loan at a participating bank.

STUDENT EMPLOYMENT

Student employment opportunities on the campus presently range from four and one-half hours to eleven and one-half hours of work per week. The amount is based on the minimum hourly wage, as established by the Fair Labor Standards Act, together with the number of hours the student is assigned to work. The

4. The Deans of the Colleges

yearly amount is credited to the student's account (one-half toward each of the long terms). If a student does not fulfill the number of work hours specified by the assignment and maintain a grade point average of at least 2.0, or is relieved of a work assignment because of inadequate performance, the student's account will be credited with the number of hours worked multiplied by the hourly wage rate, and the student or the parents will be billed for the difference between that amount and the amount originally credited to the account. Since the number of opportunities for student employment on the campus is limited, students who have demonstrated financial need as determined by analysis of the Confidential Statement will be given preference in being assigned to student employment. In order to be considered for renewal of student employment, the student must have fulfilled the requirements mentioned above. Students who work on the campus and have no scholarship or grant will not be sent renewal applications, but may obtain such forms from the Financial Aid Office.

In addition to the above student employment, there are a limited number of on and off-campus job opportunities under the Federal College Work-Study Program. A student may be selected for employment under the College Work-Study Program only if he meets all the requirements set forth by the Federal Government. Students who are eligible for the Federal College Work-Study Program will be sent information about the program.

1. Orientation, advising, and counseling of the students of the College.
2. Application of academic regulations for students of the College.
3. Development of distinctive college programs for women.
4. Supervision of Women's Student Government organization.
5. Foreign Student Advisor
6. Continuing Education Advisor
7. Women's campus housing, employment and supervision of Head Residents.
8. Chairman of the Curriculum Committee of the College.
9. Member of the Educational Policies Committee, Admissions and Financial Aid Committee, President's Administrative Council, Council on Teacher Education, Faculty Council (on rotating basis).
10. Liaison member representing the Lindenwood Colleges in HEOC Foreign Student Advisor Group.
11. Institutional Representative to the American Association of Colleges for Teacher Education.
12. Institutional Representative to the American Association of University Women.
13. Institutional Representative to the St. Charles Community Council.

4. The Deans of the Colleges

In January, 1975, the position of Vice-President and Dean of the Faculty was abolished, and a new academic structure was created. The three deans of Lindenwood College for Women, Lindenwood College II, and Lindenwood III became a collegial body, each with responsibility for some faculty. They have joint responsibility for academic and student policy. When a dean for Lindenwood IV is appointed, that individual will join the group.

The Deans jointly share responsibility for:

1. the faculty manual
2. faculty files
3. instructional budget
4. appointment and orientation of new faculty
5. faculty offices and equipment
6. scheduling, calendar, and registrations

The particular duties of the deans' offices are as follows:

a. Dean of Lindenwood College for Women

Areas of responsibility:

1. Orientation, advising, and counseling of the students of the College.
2. Application of academic regulations for students of the College.
3. Development of distinctive college programs for women.
4. Supervision of Women's Student Government organization.
5. Foreign Student Advisor
6. Continuing Education Advisor
7. Women's campus housing, employment and supervision of Head Residents
8. Chairman of the Curriculum Committee of the College.
9. Member of the Educational Policies Committee, Admissions and Financial Aid Committee, President's Administrative Council, Council on Teacher Education, Faculty Council (on rotating basis).
10. Liaison member representing the Lindenwood Colleges in HECC Foreign Student Advisor Group.
11. Institutional Representative to the American Association of Colleges for Teacher Education.
12. Institutional Representative to the American Association of University Women.
13. Institutional Representative to the St. Charles Community Council.

Development and implementation of distinctive college programs
Services:

1. Pre-registration of new students for the College.
2. Maintain files on all students of the College
3. Maintain special files on foreign students and keep current necessary Immigration forms.
4. With the Dean of Lindenwood II, assign faculty advisors.
5. Carry on necessary communication with students concerning academic standing, probation, and suspensions. Publish Dean's List.
6. Administer Student Loan Funds
7. Assure completion of health forms, motor-vehicle registration forms, etc.
8. Assign dormitory space.
9. With other administrators, plan such activities as Honors Day, Parents' Weekend, etc.
10. Approve Independent Study projects for students of the College.
11. Evaluate transcripts of transfer students in respect to Academic regulations of the College.
12. Assist in acquainting alumnae with new programs of the College.

The Dean of Lindenwood College for Women performs the following administrative duties for all the Colleges:

1. Responsibility for Student Counseling Service.
2. Responsibility for Health Center.
3. Responsibility for Faculty Secretary.
4. Employment and supervision of Housekeepers in all dormitories.

b. Dean of Lindenwood College II

Areas of responsibility:

1. Overall advising, counseling program, and orientation for the men's college.
2. Application of academic regulations.
3. Liaison with other institutions in developing cooperative programs.

4. Development and implementation of distinctive college programs for men; men's college long-range planning.

Areas of responsibility:

5. Student Life and governance.
6. Housing.
7. Chairman of the Lindenwood College II Curriculum Committee.
8. Serve on Educational Policies Committee, Admissions and Financial Aid Committee, President's Administrative Council, Council on Teacher Education, Faculty Council (on rotating basis).

Services:

Services:

1. Pre-registration counseling and orientation for new students.
2. Counseling files and correspondence.
3. Liaison with faculty in academic advising.
4. Notices to students concerning academic standing, probation, suspensions.
5. Student loans, health forms, motor vehicle registrations, and self-help supervision.
6. Liaison with Advisory Board for Lindenwood College for Men.
7. Dean's List.
8. Dormitory governance and assignement.
9. Honors Day program, Parent's Weekend activities, and other college functions in conjunction with other administrators.
10. Independent Study projects
11. Service program for which transcript entries are made.
12. Transcript evaluation.
13. Alumni activities.

The Dean of Lindenwood College II performs the following administrative duties for all Colleges:

1. Supervision of Campus Security Force.
2. Director of Athletics.
3. Supervision of the Food Service.

For the past two years the Lindenwood College for Men Curriculum Committee has evaluated and reviewed Practicum Credit, Field Studies, Internship, and Proficiency credit for all the Colleges. This Dean keeps appropriate records for the documentation of these experiences.

c. Dean of Lindenwood Evening College (III)

Areas of responsibility:

1. Orientation, advising, and counseling of students of the Evening College.
2. Application of academic regulations.
3. Development of new programs.
4. Member of the Educational Policies Committee and President's Council.

Services:

- Educational Policies Committee
1. Pre-registration of students.

2. Maintain files for all students.

3. Assign faculty advisors.

4. Approve independent study forms.

5. Evaluate transcripts of transfer students.

The Dean of The Lindenwood Evening College performs the following administrative duties for all the Colleges:

1. Space allocation.

2. Supervision of registrar's office.

3. Computer Center.

The standing subcommittees of EPC are: LC for Women Curriculum Committee, LC II Curriculum Committee, The Committee on Teacher Education, The Special Terms Committee, and the Special Events Committee.

The LC for Women Curriculum Committee is responsible for creating programs of particular interest to that college. They have instituted a January term Seminar on Women and a course on the Psychology of Women and initiated the proposal to change the length of time in which a student may withdraw from a course without penalty.

The LC II Curriculum Committee serves a similar function for that college. It has taken leadership in the development of career oriented programs, field study, internships, the independent term and practicum credit, and serves as the reviewing agency for EPC of non-traditional credit such as field study and independent terms. Programs initiated in either curriculum committee become programs of the whole faculty, and are not restricted to students of the initiating college.

The Council on Teacher Certification is comprised of representatives of the areas of teacher certification and others responsible for the program. It reviews general policy and recommends candidates for admission to the program.

C. The Faculty and Its Standing Committees

The faculty is organized as a corporate body responsible for the making of academic policy and the carrying on of the instructional program of the colleges. Its full duties are outlined in Sections I and II of the Faculty Constitution which is in the appendix of this Report.

The faculty carries out its corporate responsibilities through two principal committees, one concerned with faculty personnel (the Faculty Council) and the other with educational policies (The Educational Policies Committee). There are a number of subcommittees of these two major committees, some standing, some ad hoc.

Educational Policies Committee

The Educational Policies Committee, is, as its name indicates, the major instrument through which the faculty initiates changes in its general academic program, both in the content of curricula and in the administration of programs. Course offerings are reviewed, and changes are approved by the committee. New programs (such as the administration of justice, or the Masters in Business Administration) are reviewed by EPC and then transmitted to the faculty for finalization. EPC has given major attention to questions relating to keeping the newer programs such as field study, evening courses, and January courses equivalent in amount of material covered and in quality of instruction to the more traditional courses.

By action of the faculty, EPC has had its structure modified from the by-laws, to permit experimentally the inclusion of the three deans and three students. This did reduce the number of faculty on the committee by removing three appointed by the administration. On the other hand, the division chairpersons are now elected without the restraint of administrative approval or nominations.

The standing subcommittees of EPC are: LC for Women Curriculum Committee, LC II Curriculum Committee, The Committee on Teacher Education, The Special Terms Committee, and the Special Events Committee.

The LC for Women Curriculum Committee is responsible for creating programs of particular interest to that college. They have instituted a January term Seminar on Women and a course on the Psychology of Women and initiated the proposal to change the length of time in which a student may withdraw from a course without penalty.

The LC II Curriculum Committee serves a similar function for that college. It has taken leadership in the development of career oriented programs, field study, internships, the independent term and practicum credit, and serves as the reviewing agency for EPC of non-traditional credit such as field study and independent terms. Programs initiated in either curriculum committee become programs of the whole faculty, and are not restricted to students of the initiating college.

The Council on Teacher Certification is comprised of representatives of the areas of teacher certification and others responsible for the program. It reviews general policy and screens candidates for admission to the program.

The Special Terms Committee, which in the past focused mainly on the on-campus January Term, is charged with responsibility for all January, Summer, and Junior year abroad programs.

The Special Events Committee deals with the faculty concern for all-campus lectures and concerts and other cultural events, to the extent that these may not be adequately treated by the Lectures and Concerts Committee which is student funded and controlled. This committee has had a very low level of activity in the recent past.

The Faculty Nominations Committee, composed of one member from each division, acts in the normal way to present nominations at the April faculty meeting of each year for elections of faculty members to the various standing committees. After elections are held for the following year, the committees are completed through a policy of administrative appointments outlined in the Faculty Constitution.

Academic Resources Committee

The Academic Resources Committee is comprised of five faculty members, three elected and two appointed. The Librarian, Audio-Visual Director, Language Laboratory Director, and Director of the Computer are ex officio members with vote. One student member from each college is appointed by the Dean after consultation with the appropriate curriculum committee.

The committee is charged with evaluating the Lindenwood Library collection and recommending the strengthening of inadequate resources; annually reviewing the budgets allotted to each department for the acquisition of new resources, recommending re-allocation where appropriate; and regulating materials and instruments such as projectors, record players, adding machines, etc.

Faculty Council

The Faculty Council is the committee of the faculty concerned with personnel matters. It is comprised of one faculty person elected by each of the divisions, one member from each division elected by the whole faculty, and one at-large member, elected by the whole faculty, for a total of seven. In addition, one of the Deans is an ex officio member without vote. The Council elects its own chairman.

The Council consults with the administration in the following areas: promotions, salaries, re-appointments and non-renewals, as well as establishing the priorities and criteria in these areas. Joint action of the administration and the Council is required in the granting of tenure and in the dismissal of tenured faculty.

In addition to these matters the Council is also charged with reviewing and proposing amendments to the bylaws; conducting ongoing institutional research; reviewing requests for sabbatical leaves; and recommending emeritus status.

The students of Lindenwood College for Women, Lindenwood College for Men (II), and Lindenwood Evening College (III) share a common campus and faculty, and many features of their campus life are the same. However, they do have separate student governments, and the Lindenwood Evening College students are only infrequently on campus during daytime hours. Other distinct features to these three student bodies are gradually being developed.

Chapter III

STUDENT LIFE

LINDENWOOD COLLEGE FOR WOMEN

The students of Lindenwood College for Women, Lindenwood College for Men (II), and Lindenwood Evening College (III) share a common campus and faculty, and many features of their campus life are the same. However, they do have separate student governments, and the Lindenwood Evening College students are only infrequently on campus during daytime hours. Other distinct features to these three student bodies are gradually being developed.

"As students, we have certain rights and responsibilities to ourselves and to the college community. The purpose of a student government is to preserve these rights in an atmosphere beneficial to a liberal education. Further, the student government functions as an organ through which student ideas and opinions may be voiced, and whose responsibility it is to represent the student body in action toward attainment of academic and community goals.

These are the elected officers:

Student Association President
Vice President for Housing and Judicial Affairs
Vice President for Public Relations
Recording and Financial Secretary
Social Council Chairman
Five Senators-at-large are elected from the student body

Resident students live in four dormitories:

Butler Hall
McCluer Hall
Parker Hall
Sibley Hall

Each residence hall elects a president, vice president, and secretary who carry on the governance of the living unit.

Each hall is responsible, as a unit, for the full development of a house code of responsibility pertaining to all areas of dormitory life not covered by local, state, or federal law. Specifically, the code may deal with rules pertaining to the maintenance of an academic atmosphere, such as quiet hours, intervisitation hours, and other rules pertaining to dormitory life. The dormitory residents, meeting with their officers, formulate a House Code which must be submitted to and approved by the Lindenwood Student Government and the Dean of Lindenwood College for Women. The rules adopted by the residence hall are enforced by the Dormitory Standards Board, composed of the Vice President, President, Secretary-Treasurer, and two student Student Government representatives.

The Day Student Organization serves the commuting Lindenwood students in much the same capacity as the residence-hall organizations. Officers are elected, rules for the Day Student Lounge are promulgated, as well as activities sponsored during the year.

LINDENWOOD COLLEGE FOR WOMEN

1. Student Government

The Student Government Association, of which every student of Lindenwood College is a member, is the student governing body of the College. Their statement of purpose makes clear their objectives:

"As students, we have certain rights and responsibilities to ourselves and to the college community. The purpose of a student government is to preserve these rights in an atmosphere beneficial to a liberal education. Further, the student government functions as an organ through which student ideas and opinions may be voiced, and whose responsibility it is to represent the student body in action toward attainment of academic and community goals.

These are the elected officers:

Student Association President		
Vice President for Housing and Judicial Affairs		
Vice President for Public Relations		227
Recording and Financial Secretary		201
Social Council Chairman		159
Five Senators-at-large are elected from the student body		200

Resident students live in four dormitories:

- Butler Hall
- McCluer Hall
- Parker Hall
- Sibley Hall

Each residence hall elects a president, vice president, and secretary who carry on the governance of the living unit.

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The Day Student Organization serves the commuting Lindenwood students in much the same capacity as the residence hall organizations. Officers are elected, rules for the Day Student Lounge are promulgated, as well as activities sponsored during the year.

1971	161	35
1970	170	48

2. Analysis of Student Body

Before analyzing student enrollment figures it is well to establish definitions in use at Lindenwood College for Women.

Continuing Education Student - any student, over 25 years of age, regardless of the number of courses in which she is enrolled.

Part-Time Student - any student, under 25 years of age, who is enrolled in less than three courses in the spring or fall term, or less than one course in the January term.

Full-Time Student - any student, under 25 years of age, who is enrolled in three courses in the spring or fall term, or one course in the January term.

Using these categories, here are some enrollment figures for the past five years:

	<u>Full-Time</u>	<u>Part-Time</u>	<u>Continuing Ed.</u>
Fall, 1974	308	142	227
Fall, 1973	264	73	201
Fall, 1972	299	66	159
Fall, 1971	308	108	145
Fall, 1970	362	---	200

As is evident, full-time enrollment declined through 1973, and then began to rise. This might be attributed to the fact that a new Director of Admissions was employed and there was a new president of the College.

The number of Continuing Education students seems to be rising. This is the residence pattern for those five years:

	<u>Resident Full-Time</u>	<u>Non-Resident Full-Time</u>
Fall, 1974	174	134
Fall, 1973	171	93
Fall, 1972	199	100
Fall, 1971	229	79
Fall, 1970	284	78

Lindenwood's resident enrollment has reflected the national trend.

In looking at the geographical distribution of students, only two states are considered here, although complete records are available.

	<u>Full-Time Students From Missouri</u>	<u>From Illinois</u>
1974	233	20
1973	197	20
1972	190	30
1971	161	35
1970	170	48

These figures would seem to reflect the fact that Illinois, whence a large number of Lindenwood students formerly came, now has a state grant program for its students. This is true of most of the other states which were formerly an important source of students. The increased number of Missouri students might be because Missouri also gives a state grant.

3. Who is Served

The enrollment figures would seem to indicate that Lindenwood College for Women is serving an increasing number of Missouri students, especially from St. Louis and St. Charles, and an ever-increasing number of Continuing Education students. An analysis of schedules of Continuing Education students reveals that a decreasing percentage of these students are interested in teaching certification. The residence pattern shows that the College is serving more commuting, part-time students than formerly.

- a. The Lindenwood College for Men Curriculum Committee which is comprised of five faculty and five students. The primary responsibility of this Committee is curriculum development, planning, and academic review.
- b. The Judicial Board consists of five elected students and two faculty members. This Board hears cases concerning the violation of the social regulations of the College.
- c. The men's college has representatives on several all-campus committees. These include: Lectures and Concerts, Financial Aid, Academic Resources, Special Events, Special Term, Educational Policy Committee, Faculty meetings, Publications Board, and the Police-Student Relations Board.

Resident students are housed in Irwin and Ayres Hall. Each dormitory has a student Dorm Manager who is appointed by the Dean. Dorm Managers assist in room assignments and the repair and maintenance of property. Each dormitory has a Hall Council which is elected by the students of the dorm. The Hall Council has been given the responsibility for governing life in the residence halls.

2. Analysis of Student Body

a. Size

Lindenwood College for Men enrolls 189 full-time students (77 resident students and 103 non-resident) and 43 part-time students.

b. Trends of enrollment

The College continues to attract students from outside Missouri; over the past few years we have observed an increase in the number of resident students from Missouri and a significant increase in the number of students from the St. Louis-St. Charles area. We find our present students to be quite conservative and very career-oriented compared to college students of five to eight years ago.

LINDENWOOD COLLEGE FOR MEN (II)

1. Student Government

The Student Government of Lindenwood College for Men operates smoothly and informally. Students have the opportunity to participate in matters which are of concern to all the Colleges. Important documents are the Constitution, Hall Council Code, and Judicial Code. The Government is headed by a Community Manager. The chief governing body is the Student Life Committee, composed of seven members: Community Manager, Social and Athletic Coordinators, Chairman of the Ways and Means Committee, Chairman of the Judicial Board, a Non-Resident Student Representative, and the Dean. This group reviews all requests for appropriation of student activity funds.

Important committees of the College government include:

- a. The Lindenwood College for Men Curriculum Committee which is comprised of five faculty and five students. The primary responsibility of this Committee is curriculum development, planning, and academic review.
- b. The Judicial Board consists of five elected students and two faculty members. This Board hears cases concerning the violation of the social regulations of the College.
- c. The men's college has representatives on several all-campus committees. These include: Lectures and Concerts, Financial Aid, Academic Resources, Special Events, Special Term, Educational Policy Committee, Faculty meetings, Publications Board, and the Police-Student Relations Board.

Resident students are housed in Irwin and Ayres Hall. Each dormitory has a student Dorm Manager who is appointed by the Dean. Dorm Managers assist in room assignments and the repair and maintenance of property. Each dormitory has a Hall Council which is elected by the students of the dorm. The Hall Council has been given the responsibility for governing life in the residence halls.

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c. Who is served? LINDENWOOD EVENING COLLEGE III

The College is serving the needs of many students who are returning to school following a time period in which they were employed or traveled. The number of students over 25 attending College has greatly increased. The College continues in its effort to design educational programs to meet specific educational needs and career goals. All students attend only in the evening, are commuters, and are primarily employed adults.

Analysis of Student Body

a. Size - 663 students.

b. Trends of enrollment reflect significant, continuous growth:

Fall 1972	119
Spring 1973	188
Fall	308
Spring 1974	353
Fall	503
Spring 1975	663

c. Who is served?

In addition to its own enrolled students, the Evening College augments the day programs by making available, on a contingency basis, courses that otherwise could not be offered because of lack of money and staff resources.

Young people and adults in commuting distance who cannot attend day classes, for whatever reasons, are able to begin/complete a college program. Spring 1975 data indicate:

<u>Age Range</u>	<u>Number of Students</u>	<u>% Total</u>
Under 25	164	23%
25-30	176	27%
31-35	149	22%
36-40	99	15%
41-45	43	7%
46-50	29	4%
51-60	2	-
Over 60	1	-
TOTAL	663	100%

<u>Sex</u>	<u>Number of Students</u>	<u>% Total</u>
Male	381	57%
Female	282	43%
TOTAL	663	100%

LINDENWOOD EVENING COLLEGE III

1. Student Government

No student government exists. The Evening College (begun in the Fall Term 1972) was officially recognized as LC III on February 1, 1975. It is not certain whether a student government is necessary or practicable because LC III students attend only in the evening, are commuters, and are primarily employed adults.

2. Analysis of Student Body

a. Size - 663 students.

b. Trends of enrollment reflect significant, continuous growth:

Fall 1972	119
Spring 1973	188
Fall	308
Spring 1974	353
Fall	503
Spring 1975	663

c. Who is served?

In addition to its own enrolled students, the Evening College augments the day programs by making available, on a contingency basis, courses that otherwise could not be offered because of lack of money and staff resources.

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TOTAL	<u>663</u>	<u>100%</u>

In the present term, Spring 1975, 70 classes were held, with offerings by 15 of our 17 Departments.

Students interested in business represent the bulk (85-90%) of the Evening College student body. From Fall 1972 to Spring 1975, only A.I.S. and B.S. degrees in Business Administration were available entirely through attendance in evening classes. This term the B.S. in Psychology was added in the field of Human Resources Administration. Other areas under consideration are Art, Communication Arts, and Administration of Justice.

The business community benefits by having a local institution furnish opportunities for the upgrading and development of its most valuable asset - its employees. The business community participates in three ways, by providing:

- tuition assistance plans for employees.
- executive time on the Business Leaders' Advisory Council.
- adjunct faculty with credentials and experience.

The Lindenwood Colleges, as a whole, are served by and benefit from the above as well as receiving:

- direct contributions from firms and individuals.
- increased visibility via service to the community.
- significant contributions in the form of net new revenues from the Evening College operation.
- the opportunity to employ more fully existing faculty resources.

The Lindenwood faculty is served through opportunities for added income or new instructional opportunities or both. In Spring 1975, of 59 evening faculty members, 20 are from the regular full-time faculty and of these 13 are receiving additional compensation.

TRENDS IN GRADUATING CLASSES

1970-1974

L.C. FOR WOMEN

LINDENWOOD II

CLASS	1970	1971	1972	1973	1974	1970	1971	1972	1973	1974
NO. IN CLASS	145	105	99	84	91	6	19	21	38	52
B.A. DEGREE	91	67	62	42	40	2	10	5	19	15
B.S. DEGREE	54	38	37	38	50	4	9	15	19	31
B.F.A DEGREE				2				1		6
B.M. & B.M.E.				2	1					
RETURNING CREDIT	24	20	15	15	12	1	7	5	10	18
MARRIED BEFORE GRADUATION	34	29	34	19	26	2	7	7	13	15
CONTINUING ED.	19	16	23	15	28	1	2	5	3	13
FOREIGN STUDENTS	3	6	3	2	1			1	3	1
TRANSFERS	33	33	34	29	41	5	15	16	20	32
SUMMA		1	1	1					1	
MAGNA		2							1	
CUM	4		5	3	4					

The faculty of The Lindenwood Colleges is organized into three divisions, Humanities, Science and Mathematics, and Social Science, each composed of the appropriate departments representing the disciplines. Much of the reality of the academic program is represented by the departments, though there is a growing emphasis on inter-departmental, inter-divisional, and divisional course work. Each of the divisions has some courses attached to the division itself that do not represent the subject matter of a single department.

Chapter IV

PROFILES OF DIVISIONS AND DEPARTMENTS

The faculty of The Lindenwood Colleges is organized into three divisions, Humanities, Science and Mathematics, and Social Science, each composed of the appropriate departments representing the disciplines. Much of the reality of the academic program is represented by the departments, though there is a growing emphasis on inter-departmental, inter-divisional, and divisional course work. Each of the divisions has some courses attached to the division itself that do not represent the subject matter of a single department.

Communication Arts: Three full-time, two part-time members; all with M.A. degrees.

English: Three full-time, two part-time members; two with Ph.D. degrees and three with M.A. degrees.

Music: Three full-time, one part-time members; one B.M.A. and the rest with M. Mus. degrees. There are twelve music instructors available on call.

Modern Languages: Three full-time, one part-time members; two with Ph.D. degrees and two with M.A. degrees.

Religion and Philosophy: One full-time, two part-time members; one with a Doctorate of Christian Education, one Ph.D. candidate and one with a Master of Divinity degree. For 1975-76, two visiting professors, one a Jesuit professor and the other a Rabbi will join the Department.

Profile of the Humanities Division

Staff

Art: Five full-time, three part-time members; One Ph.D. degree, the rest M.F.A. and M.A. degrees. For 1975-76, plans are to increase part-time faculty by two members.

Communication Arts: Three full-time, two part-time members; all with M.A. degrees.

English: Three full-time, two part-time members; two with Ph.D. degrees and three with M.A. degrees.

Music: Three full-time, one part-time members; one D.M.A. and the rest with M. Mus. degrees. There are twelve music instructors available on call.

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II. Strengths:

1. The commitment of the members of the Departments in the Division to interdisciplinary cooperation.
2. Lindenwood's physical facilities, such as the Fine Arts Building, the Memorial Arts Building, the Jelky Center for the Performing Arts, the Language Laboratory, etc., that are available for the various activities of the Division and the College.
3. The diversity in background, skills and interests of the various members of the Division.
4. The commitment of the Division's faculty to the notion that the humanities are central in importance to the Liberal Arts program of the institution.
5. Library's humanities holdings are among the best in the college.

I. Objectives:

1. The exploration and appreciation of human nature and human community through the study of the arts and letters.
2. The teaching of communication skills to communicate with one another, to develop the imagination and love of learning and to extend one's personal experience into an international and intercultural dimension.
3. The teaching, encouraging and cultivation of creative skills.
4. The philosophical development of the individual to search for a central meaning for existence, to give priority to people rather than things and machines, to synthesize knowledge and develop inner resources, to value personal and social freedom and to recognize personal and social responsibility.
5. To help the individual to relate to past and present human events in humanistic terms.
6. To promote the humanities in order to enable them to prevail in times like the present where interest in the humanities seems to be on the decline.
7. The provision of concentrations through individual departments' integrity and through interdepartmental cooperation.
8. Cooperation between disciplines in order to promote off-campus and field study experience.

II. Strengths:

1. The commitment of the members of the Departments in the Division to interdisciplinary cooperation.
2. Lindenwood's physical facilities, such as the Fine Arts Building, the Memorial Arts Building, the Jelkyl Center for the Performing Arts, the Language Laboratory, etc., that are available for the various activities of the Division and the College.
3. The diversity in background, skills and interests of the various members of the Division.
4. The commitment of the Division's faculty to the notion that the humanities are central in importance to the Liberal Arts programs of the institution.
5. Library's humanities holdings are among the best in the college.

III. Weaknesses:

1. Low full-time enrollment in concentrations like Philosophy, Classics and German have made it impossible for the College to maintain adequate staffing for these and similar disciplines essential to a strong humanities program.
2. The High Schools' deemphasis and inadequate preparatory work of their students in humanities oriented disciplines, have resulted in poorly prepared students enrolled in the College's humanities programs.
3. Insufficient library funds make it difficult to maintain and obtain adequate book holdings and equipment in the humanities.
4. Inadequate informal communication among the humanities division's faculty.

IV. Future Plans and Hopes:

1. Increased interdepartmental and team-taught courses.
2. Expansion of the evening program to include full B.S. and B.A. degrees curricula.
3. Improve the position of the humanities in the College's curriculum.
4. Obtain additional staff for departments with one instructor and to strengthen other weak departments.
5. Increase library allocation for maintenance and growth in holdings related to the humanities.
6. Improve January Term budgetary support for the humanities.
7. Development of renewal grants for humanities faculty.
8. Maintain disciplines like Classics that have declined in recent years, which need to be preserved in order to sustain a strong program in the humanities.
9. Redesigning of departmental organization within the humanities division.

1. Art Department

Staff

For the academic year 1975-76 there are five full-time faculty members, all of whom are tenured and primarily serve the day Colleges although, for departmental purposes, some of their courses are scheduled in the evening. There are three part-time faculty. Two of these teach as part of the day programs and one as part of the evening program. The part-time evening faculty will be increased by two members for 1975-76, and with the additional two members, the staff profile will be as follows:

Full-Time

Art History - Two faculty, one with Ph.D. and another with M.A. Both are tenured. Dr. Eckert will be on sabbatical leave Fall Term, 1975-76.

Studio - Two faculty, each with M.F.A. degree and both tenured.

Dance - One faculty, tenured with M.A. degree.

Part-Time

Art History - One faculty for evening classes.

Studio - One faculty with M.F.A. for day classes.
One faculty with M.A. for day classes.
One faculty with M.A. for evening classes.

Program

The department offers study towards the B.S., B.A., and B.F.A. degrees.

The department has approximately 70 majors (30 in studio areas of concentration, 10 in art history, and 30 undeclared).

The department offers two areas of concentration, Studio Art and Art History.

Creative dance is a part of the art department curriculum and a student may choose dance as an area of emphasis within the art concentration. The department also offers a program for the student wishing to teach art. This area of emphasis includes specific courses which in conjunction with courses in Education leads towards certification to teach grades K through 12.

Through field study and internships, the department provides career oriented programs within the liberal arts curriculum.

2. Communication Arts Department

Staff

Louis Florimonte. Chairman, Asst. Prof. BA, MA, Penn State.

BA. Broadcast Journalism, minor English

Course work completed for MA in Broadcast Journalism

MA. Theatre

One year graduate study in still photography

Six years working in University owned public television station as writer/director and Executive Producer. Plays produced in New York (4 productions), Denver, San Francisco, other cities and several universities.

Robert Wilke. Instructor. BA, MA.

Recent Graduate of University of Missouri.

Area of strength. Writing: composition and basic skills; and writing for the print media. Freelance writer.

Mary Ann Smith. (part-time) Drama and Speech. BA, MA.

Undergraduate degree in Speech and Theatre

MA, Theatre

Three years teaching in High School. Dramatics coach and Department Chairperson.

Conducted workshops in creative dramatics and has directed several plays here at Lindenwood.

Third full-time position presently in transition. Position will be filled by end of academic year 1974-75.

Objectives

It is difficult to articulate a single objective for the Communication Arts Department since the offerings are so diverse. Generally, what we hope to do is to provide students with some essential skills and concepts of communications in their areas of emphasis, and to help the students integrate their areas of emphasis into a Liberal Arts education. We encourage our students to pursue a double major, combining their communication arts studies with studies in the Social Sciences, Arts or other area of their choice. We assume that all students will go on to graduate school and try to prepare them for graduate studies. This approach, we feel, will--or should-- then qualify them to go on to graduate school or to seek employment in the media immediately upon graduation.

Areas Covered

Broadcasting. With an emphasis on radio

Theatre

Journalism

Film

Photography

Speech

Strengths of the Department

The strengths of the department are a dedicated faculty, a flexible curriculum, total accessibility to the equipment by the students and what we consider an outstanding field study and internship program.

Number of Students

There are presently about 85 students majoring in communication arts. This is an estimate because so many of our students have elected to earn a double major and are assigned to a faculty person outside the department for advising purposes.

Enrollment in CA courses (exclusive of evening courses)

1971-72	500	
1972-73	556	
1973-74	469	(one full-time position was vacant this year)
1974-75	513	

Graduates to Date:

Year	Total for College	CA	Double Majors	Total
1971	123	9	4	13
1972	120	9	4	13
1973	93	15	6	21
1974	146	18	5	23

To provide supervision and evaluation of the writing program in the Lindenwood Comm. Courses and to offer the composition courses required of all entering freshmen.

To provide with other departments in the Humanities Division a discipline which is essential to the liberal arts; which injects aesthetic, linguistic, and human judgment into career preparation; and which builds literacy and insight into the human condition.

Areas Covered

Courses in English are selected to insure coverage in language study, composition, and literature--the latter including survey, genre, period, and individual author approaches. Courses in the curriculum for 1975-76 include: World Art and Literature, History of the English Language, Basic English Composition, Advanced English Composition, Writer's Workshop, The Essay, Modern Criticism, Linguistics Workshop, The 18th Century Novel, The 19th Century Novel, English Literature and the Art of Love, Studies in English Authors (London--January), American Literature I, American Literature II, Shakespeare and English Drama to 1600, Shakespeare and English Drama 1600-1662, Contemporary Drama in Perspective, Contemporary Literature, Literature of the Renaissance, Milton, 18th Century Literature, Modern Poetry, Romanticism, The Victorians 1837-1901, Literature of Old and Middle English, Restoration and 18th Century Comedy, Seminars in Selected Authors, Chaucer, Classical Foundations of Literary Criticism.

3. English Department

Staff

Howard A. Barnett, Professor, Chairman

B.A., M.A., Ph.D. in English. 23 years of full-time college teaching. 10 years at Lindenwood. Dean of Faculty, 1969-75.

James Feely, Associate Professor

A.B., M.A. in English. Additional graduate study. 16 years of full-time college teaching. 16 years at Lindenwood. Chairman 1969-75.

N. Jean Fields, Assistant Professor

B.A., M.A. in English. Additional graduate study in film and literature. 10 years at Lindenwood.

Penelope Biggs, Assistant Professor

B.A., M.A., Ph.D. in Comparative Literature. First year of full-time college teaching. First year at Lindenwood.

Pearl Saunders, Instructor (Part-time)

Objectives

To provide undergraduate preparation for graduate study in English.

To provide language, composition and literature courses for secondary teacher certification in English.

To provide supervision and evaluation of the writing program in the Lindenwood Common Course and to offer the composition courses required of all entering freshmen.

To provide with other departments in the Humanities Division a discipline which is essential to the liberal arts; which injects aesthetic, linguistic, and human judgment into career preparation; and which builds literacy and insight into the human condition.

Areas Covered

Courses in English are selected to insure coverage in language study, composition, and literature--the latter including survey, genre, period, and individual author approaches. Courses in the curriculum for 1975-76 include: World Art and Literature, History of the English Language, Basic English Composition, Advanced English Composition, Writer's Workshop, The Essay, Modern Criticism, Linguistics Workshop, The 18th Century Novel, The 19th Century Novel, English Literature and the Art of Love, Studies in English Authors (London--January), American Literature I, American Literature II, Shakespeare and English Drama to 1600, Shakespeare and English Drama 1600-1642, Contemporary Drama in Perspective, Contemporary Literature, Literature of the Renaissance, Milton, 18th Century Literature, Modern Poetry, Romanticism, The Victorians 1837-1901, Literature of Old and Middle English, Restoration and 18th Century Comedy, Seminars in Selected Authors, Chaucer, Classical Foundations of Literary Criticism.

Staffed by the English Department but offered as humanities courses: Little Magazine Production, Mythological Conventions in Renaissance Art and Literature (Florence--January), Classicism and the English Romantic Tradition (Greece--January), The Discarded Universe (Europe--January).

Strengths of the Department

A well-qualified faculty, both in terms of preparation and of experience. Differences in approach make possible a considerable range of diversity in spite of the small staff.

A tradition of interest in creative expression and of close interaction between instructor and student maintained by a faculty willing to give the extra time required.

Interest and experience in inter-disciplinary teaching--particularly in relation to art history and film--Mr. Feely and Miss Fields.

A discipline central to the curriculum of any and all baccalaureate programs and a faculty committed to improving both the position of the discipline in the curriculum and the contribution of it to the curriculum.

The presence of classics as a subject area coordinated with English in course planning.

Number of Students - Majors

Students indicating a concentration in English (including students preparing for secondary teacher certification): 17 in spring 1975.

English majors in the graduating classes of the years since the last NCA study: 1970 - 19; 1971 - 16; 1972 - 14; 1973 - 7; 1974 - 7.

Current overall enrollment in English classes: Fall term - 104 day, 72 eve.; Spring term - 139 day; 89 eve.

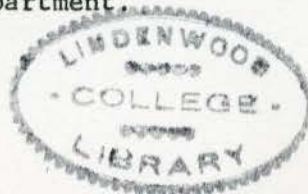
Areas of Concern

Those specializations within the English discipline represented by the present faculty provide considerable diversity but leave some weaknesses in Old and Middle English and in creative writing. Contemporary literature, including black literature, must be provided by adjunct faculty.

A decline in the composition and language skills of entering students has made the incorporation of composition into the interdisciplinary common course (offered since the fall of 1967) impossible to continue. The composition abilities of Lindenwood students in general have not been of good quality.

Future Plans

Reorganization of the English curriculum, particularly with regard to making classics a part of the department and working with the Communication Arts Department and the Modern Language Department.



Improvement of the writing program, both through the composition courses which will be back in the required freshman program and through the strengthening of the creative writing activity.

Continued promotion of the English curriculum in the developing evening college and individualized education programs.

Special attention to career needs for students interested in English as an area of concentration, e.g., through field study programs, relation to other disciplines, and interdepartmental cooperation.

Anthony Ferraro, Assistant Professor, tenured.

B.A., Assumption College; M.A., University of Illinois.

Full-time instructor Spanish, Lindenwood since 1969.

Teaching Assistant Spanish, University of Illinois 1968-69.

Anne G. Perry, Assistant Professor, non-tenured.

A.B., Randolph-Macomb Women's College; M.A., Duke University;

Ph.D., Washington University. Native of France. Full-time

instructor, French and Spanish, Lindenwood since 1974. Part-

time instructor French, Lindenwood, 1971-72; full-time instructor

French, spring term, 1973. Previously teaching assistant French,

Washington University and University of Missouri, St. Louis;

Spanish, Duke University.

Thomas C. Smith, Assistant Professor, non-tenured. Part-time.

A.B., Heidelberg College; M.A., University of Illinois.

Full-time instructor German, Lindenwood, 1970-73. Part-time

instructor since 1973, devoting remainder of time to admini-

strative work. Assistant to the Dean, Evening College since

January 1975. Teaching assistant German, University of Illinois

1963-66, 1968-70.

Objectives

To enable students:

1. To develop the skills necessary for communication in a modern language, both orally and in writing.
2. To arrive at a better understanding of the nature and functioning of language in general.
3. To extend their cultural and literary boundaries through direct acquaintance with the recorded thought and literary art of another people.
4. To develop empathy for, and understanding of, other peoples of the world.

Areas Covered

Areas of concentration are offered in French and Spanish. Courses in German are offered through the intermediate level.

4. Department of Modern Languages

Staff

Thomas W. Doherty, Chairman, Professor, tenured.

B.A., Westminster College; M.A., Middlebury College; D.M.L. Middlebury College. Full-time instructor French, Lindenwood since 1950. Assistant Professor, French and Spanish, Evansville (Ind.) College, 1946-49.

Anthony Perrone, Assistant Professor, tenured.

B.A., Assumption College; M.A., University of Illinois. Full-time instructor Spanish, Lindenwood since 1969. Teaching assistant Spanish, University of Illinois 1968-69.

Anne C. Perry, Assistant Professor, non-tenured.

A.B., Randolph-Macon Woman's College; M.A., Duke University; Ph.D., Washington University. Native of France. Full-time instructor, French and Spanish, Lindenwood since 1974. Part-time instructor French, Lindenwood, 1971-72; full-time instructor French, spring term, 1973. Previously teaching assistant French, Washington University and University of Missouri, St. Louis; Spanish, Duke University.

Thomas C. Smith, Assistant Professor, non-tenured. Part-time.

A.B., Heidelberg College; M.A., University of Illinois. Full-time instructor German, Lindenwood, 1970-73. Part-time instructor since 1973, devoting remainder of time to administrative work. Assistant to the Dean, Evening College since January 1975. Teaching assistant German, University of Illinois 1965-66, 1968-70.

Objectives

To enable students:

1. To develop the skills necessary for communication in a modern language, both orally and in writing.
2. To arrive at a better understanding of the nature and functioning of language in general.
3. To extend their cultural and literary boundaries through direct acquaintance with the recorded thought and literary art of another people.
4. To develop empathy for, and understanding of, other peoples of the world.

Areas Covered

Areas of concentration are offered in French and Spanish. Courses in German are offered through the intermediate level.

Strengths

Two of the four members have the doctorate. All four have had formal study, travel and residence in the country whose language they teach. Three have spent at least one year studying abroad. One of the French instructors is a native of France.

The department is provided with a well-equipped language laboratory located on the ground floor of the library building.

Number of Majors

There are approximately 10 majors and prospective majors: 5 in French and 5 in Spanish.

Areas of Concern

The department is seriously concerned with the declining enrollment in modern language classes which has been evident in this country during the past few years. This is largely due to the abolition of the foreign language requirement for the B.A. degree in a majority of institutions of higher learning. Lindenwood has retained the requirement for candidates seeking the B.A. degree, but has made it possible for a student to obtain the B.S. degree, with no language requirement, in any area of concentration except English, Classics, Modern Languages and Art History.

Although language classes are smaller than before, the students are more serious and more interested. The number of language majors, although smaller than before, has not declined proportionately. Neither has there been a decline in the number of students enrolled in language classes from the past year to the current year, 1974-75.

Future Plans

For the first time, two courses in the department will be offered in English in 1975-76. The purpose is to make some of our courses accessible to more students, as well as to relieve some departments and colleagues whose student load is unusually heavy. It is also hoped that some of the students taking such courses may be stimulated to study the language itself. The courses to be offered next year will be History of French Civilization in the Fall Term and French Theatre of the 20th Century in the Spring Term. A student who reads most of the material in French and who successfully passes a final examination in French may receive credit in French for such a course. If this experiment succeeds, it will no doubt be tried out in Spanish another year. Since two advanced courses in literature will be offered in French next year, as well as courses in French Conversation and Composition, we believe there will still be enough advanced courses offered entirely in the language.

The department also plans to broaden its offerings in 1975-76 by giving two courses in the Evening College for students interested in international business. The courses, to be given in English, will be over the contemporary life and culture of two different areas: Germany and a limited number of Latin American countries. It is expected that both courses will be taught by regular members of the Modern Language Department. If not, the courses will at least be under the supervision of the department.

5. Department of Music

Staff

Full-time:

Greenlaw, Kenneth G., Chairman, Associate Professor, appointed 1968, tenured, A.B., M.A., D.M.A.

Bittner, Groff S., Assistant Professor, appointed 1961, tenured, B.S., M.M.

Swingen, Allegra, Associate Professor, appointed 1946, tenured, B.M., M.M.

Part-time:

Berg, Jacob, Instructor, appointed 1970, Graduate Curtis Institute of Music

Brewer, Richard, Instructor, appointed 1970, B.F.A., Cellist, St. Louis Symphony

Chappell, David, Instructor, appointed 1971, Classical Guitarist

Coleman, Robert, Instructor, appointed 1970, B.M.E., Clarinetist, St. Louis Symphony

Conover, Christine, Instructor, appointed 1965, B.M., M.M., Violin, Viola

Eberhardt, Eric, Instructor, appointed 1971, B.M., Accordion

Greenlaw, Leona, Instructor, appointed 1970, A.B., Organ, Piano

La Fata, Cynthia, Instructor, appointed 1972, B.M., M.M., Voice, Theory

Sadowski, Fryderyk, Instructor, appointed 1970, B.M., French Hornist, St. Louis Symphony

Schultz, Kenneth, Instructor; appointed 1970, B.M., French hornist, St. Louis Symphony

Wisneskey, Robert, Instructor, appointed 1970, Bassoonist, St. Louis Symphony

Woodhams, Richard, Instructor, appointed 1970, Principal Oboist, St. Louis Symphony

Objectives of the Department

1. To provide a program of musical training and experiences to which every Lindenwood student might relate profitably, whether he/she aspires to a professional career as a performer or teacher, or whether his/her encounter with music is at an avocational level, either as a performer or a listener.

2. To provide a degree of excellence in both musical and technical skills which will distinguish our students entering professional careers.
3. To relate the study of music to the study of man, recognizing that a broadly based encounter with the liberal arts is essential to becoming a knowledgeable musician.

Areas Covered

The Department of Music offers four degree programs to the student desiring a concentration in music: the B.M. (performance specialization), the B.M.E. (music education specialization with teacher certification), and the B.A. and B.S. degrees with majors in music (designed for specializations outside of performance or music education, such as music history and literature, music journalism and criticism, music librarianship, concert and arts management, music therapy and other music related fields). Performance specializations are available in piano, voice, organ, all orchestral instruments, classical guitar, and accordion. The music education specialization includes certification in either or both choral and instrumental areas grades K-12. Courses in music theory and music history form the basic curriculum for every degree program in music. Individual instruction in applied music is also a part of each degree program, but it is given considerably more emphasis in the B.M. and B.M.E. programs. B.M. degree candidates give full recitals in both the Junior and Senior years. A substantial amount of course work in conducting is a part of the B.M.E. program.

Strengths of the Department

1. The fifteen artist-teachers who comprise the Music Department faculty. Seven are members of the St. Louis Symphony. Many of these distinguished artists are heard in faculty recitals on the campus each year.
2. A fine recital and concert series on the campus each year, including student recitals and ensemble concerts, faculty recitals, and presentations by guest artists.
3. The opportunity for off-campus study, including the European Music Seminar, in which students visit the most prominent music centers of Europe. Attendance at over twenty concerts, operas, ballets, and recitals during the month of January, as well as visits to historic concert halls, opera houses, cathedrals, palaces and apartments where great composers lived and worked are included. Cities visited include Vienna, Salzburg (Mozart Festival), Munich, Milan, Venice, Paris, Bonn, Amsterdam, London, Lucerne.
4. A strong choral ensemble program which involves one of every eight full-time students as a participant. The Concert Choir goes on tour in the spring term. The vocal chamber ensemble (The Lindenwood Singers) gives frequent performances off campus. A High School Choral Festival program which has brought hundreds of high school choir members from many surrounding secondary schools to the campus.
5. Frequent attendance at performances in St. Louis gives our students all the advantages of a major cultural center.

Number of Students - Majors

In the 1974-75 school year, twenty-five full-time students were declared music majors. Eight of these were candidates for the B.M. degree in performance. Fourteen were working for the B.M.E. and three for the B.S. Enrollment in music courses by non-music majors has been very strong in ensembles and in individual instruction, and in introductory courses in music theory and history. The European Music Seminar enrollments have, in past years, included more non-music majors than music majors. An ever increasing number of special students are enrolling for individual instruction in applied music each year.

Areas of Concern

1. Heavy teaching loads for our full-time faculty, making them less effective than they should be. More full-time faculty in music are needed (see below)
2. The absence of a full-time secretary for the department has placed a tremendous burden on the Department Chairman and made it necessary for him to spend an inordinate amount of time in routine office work.
3. The absence, since 1967, of a full-time music theory specialist has limited the scope and quality of our course offerings in that field. The absence, since 1968, of a full-time voice teacher, has limited our course offerings in vocal music. Courses in vocal pedagogy, literature, diction, and opera workshop need to be reinstated in this area.
4. Our music education program needs a full-time specialist in that area. Our methods courses, offered through the Department of Education, need strengthening, especially that which is concerned with music in the elementary school.
5. Our instrumental ensemble program is far behind our choral ensemble program in terms of enrollment. While we have many fine opportunities for instrumentalists in small chamber ensembles, we have a great deal more to do in establishing a large band and orchestral program here.
6. More practice facilities are needed. A reasonable number of practice pianos are available, but they are not always available for practice due to their inconvenient placement. Improved facilities for listening to recordings in the library are needed, as well as a larger budget for purchase of new recordings, scores, and books.

Future Plans

A five-year plan for development of the music program has been submitted to the President of the Colleges. The extent to which this plan might be implemented is largely dependent on funding. A short summary of the plan's proposals follows:

Year One

1. Add 1 to 3 courses taught by part-time instructors to relieve heavy overload of Department Chairman.
2. Add part-time secretary, plus additional student assistants.
3. Establish preparatory division for pre-college students, offering individual instruction and class activity, with teachers (part-time) on an hourly rate.
4. Secure listening room in library, relocate listening tables closer to score collection.
5. Find additional practice room facilities on campus, relocate pianos.

Year Two

1. Add full-time theory-composition specialist to faculty.
2. Change part-time status of voice teacher to full-time.
3. Establish summer program for preparatory division.

Year Three

1. Add full-time music education/instrumental specialist to faculty.
2. Convert position of secretary to full-time.
3. Acoustically treat TV studio in Memorial Arts Building so that it also might serve as a rehearsal facility for instrumental ensembles, as originally intended.

Year Four

1. Add full-time musicology specialist with strong humanities orientation to faculty.
2. Substantially increase record and score collection in library.

Year Five

1. Substantially increase equipment funding (piano replacement, electronic laboratory, band and orchestra instruments).
2. Increase touring budget for ensembles.

Objectives of the Department

The Purpose of Philosophy:

1. To enable students to search for the central meaning of existence through the study of philosophical writings past and present.
2. To enable students to achieve a personal synthesis of their knowledge by understanding the nature of meaning; something is meaningful when it is part of a whole; when it fits into a total pattern. Meaningfulness emerges out of insight into inter-relationships. When the relationship of a person, community, idea, work of art, or an object to the whole of life is understood, meaning emerges.
3. To enable students to understand the breadth of philosophy as a discipline; it includes philosophy of history, religion, aesthetics and science.

6. Department of Religion and Philosophy

Staff

Dr. Esther L. Johnson, Chairman (Full-time)

B.A., Smith College, Northampton, Massachusetts

M.A., Union Theological Seminary and Columbia University, New York, N.Y.

Ed.D., Union Theological Seminary and Columbia University, New York, N.Y.

Post-doctoral studies in Religion:

1962 and 1963 (2 summers) New Testament Course at Pacific School of Religion, Berkeley, California

1968 (Summer) Attended Fourth Assembly at the World Council of Churches at Uppsala, Sweden

1973 (Summer) World Religion Courses at Rutgers University, New Brunswick, New Jersey

1974 (Summer) Modern Theology and Christian Ethics at Princeton Theological Seminary, Princeton, New Jersey.

Rev. G. Robert Buttrick (Part-time)

B.A., Middlebury College, Middlebury, Vermont

M.Div. Princeton Theological Seminary, Princeton, New Jersey

Experience: Monmouth College

Sunday College Groups

Campus Religions

Mr. Douglas Soccio (Part-time, Evening)

Doctoral Candidate at Washington University, St. Louis, Mo.

(Has completed dissertation on Aesthetic Judgments and will take oral examinations for the Ph.D. in Spring, 1975.)

Experience: Teaching evening courses at Washington University, St. Louis, prior to 1972.

Objectives of the Department

The Purpose of Philosophy:

1. To enable students to search for the central meaning of existence through the study of philosophical writings past and present.
2. To enable students to achieve a personal synthesis of their knowledge by understanding the nature of meaning: something is meaningful when it is part of a whole; when it fits into a total pattern. Meaningfulness emerges out of insight into inter-relationships. When the relationship of a person, community, idea, work of art, or an object to the whole of life is understood, meaning emerges.
3. To enable students to understand the breadth of philosophy as a discipline; it includes philosophy of history, religion, aesthetics and science.

The Purpose of Religion:

1. To enable students to study the history of man's total response to what he has regarded (and regards today) as his ultimate reality.
2. To enable students to study how people have responded in serious commitment of themselves to deities, doctrines, rituals, spiritual disciplines and institutions in all periods of history.
3. To enable students to study the literature of world religions, and, thereby, to appreciate man's universal longing for a fulfilling rational and mystical adjustment to life and the world.

Areas Covered

Biblical Studies: Introductory and Advanced
World Religions: (India, Far East, Middle East)
Religions in America: Major groups and minor sects
Alternative Religions, Life Styles and the Crisis of Spirituality Today
The Spirit of Protestantism (See attached evening cluster of courses)
History of Christian Thought
Modern Theology
Philosophy of Religion (to be taught Fall, 1976)
Women in Religion
Personality Development and Religion (Tutorial)
Introduction to Philosophy
Aesthetics
Ethics
Logic
Philosophy of Religion

Evening School Cluster: Religion in Western Civilization, 1976-78
Religion 207: The Spirit of Judaism Fall, 1976
Rabbi Alvan D. Rubin, Temple Israel
Creve Coeur, Missouri
Religion 208: The Spirit of Roman Catholicism Spring, 1977
(Jesuit Professor in process of being appointed)
Religion 209: The Spirit of Protestantism Fall, 1977
Dr. Esther L. Johnson, The Lindenwood Colleges
St. Charles, Missouri (And Consultants.)
Religion 210: Overview of Western Religion: A Synthesis Spring 1978
Rabbi Rubin, (Jesuit Professor), Dr. Johnson

Strengths

Comparative Religion
Biblical Studies

Number of Students - Majors

No Major. A strong minor concentration can be taken in religion. The department offers enrichment courses to any students majoring in Humanities, Social Sciences, Natural Sciences, Independent Studies, Field Studies, Internships, and Contract Degree Programs are available.

Areas of Concern Division of Natural Sciences and Mathematics

Need for a full-time philosophy professor.

Future Plans

Cluster of courses of Evening School - Religion in Western Civilization.

Objectives

It is the objective of the Division to provide introductory courses for non-science majors, broad support courses for science majors as well as a thorough training within a single discipline. We encourage the students to cross the inter-division lines and obtain a broad training in the sciences.

Strengths

The Division is fortunate in having faculty members who communicate and cooperate well with each other. There are, for example, several incidences in which faculty members cross departmental lines to teach; physics is taught by a mathematician and a chemist, biochemistry is taught by a biologist, and physical science is taught by a biologist. The ability to teach beyond one's speciality is indicative of the strength of the faculty; the fact that we must be aware of concerns.

Like the rest of the school, classes within the Division tend to be small and there is a very close contact between the students and the faculty. We do not, for example, have any graduate assistants who are intermediaries between the students and the instructor. The small size of the classes and the close contact enables the instructor to quickly identify both the adept student and the student who needs more help and to challenge and sustain them according to their needs.

The Division has flexible programs which enables the students to develop programs which best fit their own needs. This flexibility is achieved by means of independent studies, individualized studies, field studies and internships.

Areas of Concern

As mentioned above some faculty members are forced to teach outside their specializations. Although the ability to teach such courses demonstrates the intellectual breadth of the faculty member, there is a concern that perhaps the course and the students are missing the depth which a specialist could give. In addition, when a faculty member teaches outside his speciality, the course offerings within his speciality are decreased and his majors may suffer as a consequence.

The problems of staffing have forced us to utilize alternate year scheduling of some courses. This has caused some problems for the students.

Profile of the Division of Natural Sciences and Mathematics

Staff

The Division of Natural Sciences and Mathematics is made up of the Biology Department, The Chemistry and Physics Department, the Mathematics Department, and the Physical Education Department. These four departments have 12 regular faculty members and 6 part-time faculty. There are three regular faculty members in the Biology Department, two in Chemistry and Physics, 3 in Mathematics and 4 in Physical Education.

Objectives

It is the objective of the Division to provide introductory courses for non-science majors, broad support courses for science majors as well as a thorough training within a single discipline. We encourage the students to cross the intra-division lines and obtain a broad training in the sciences.

Strengths

The Division is fortunate in having faculty members who communicate and cooperate well with each other. There are, for example, several incidences in which faculty members cross departmental lines to teach; physics is taught by a mathematician and a chemist, biochemistry is taught by a biologist, and physical science is taught by a biologist. The ability to teach beyond ones speciality is indicative of the strength of the faculty; the fact that we must is cause for concern.

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As mentioned above some faculty members are forced to teach outside their specializations. Although the ability to teach such courses demonstrates the intellectual breadth of the faculty member, there is a concern that perhaps the course and the students are missing the depth which a specialist could give. In addition, when a faculty member teaches outside his speciality, the course offerings within his speciality are decreased and his majors may suffer as a consequence.

The problems of staffing have forced us to utilize alternate year scheduling of some courses. This has caused some problems for the students.

There are some equipment needs in the upper level courses but the small class size prevent the justification of the purchase of specialized equipment. Additional students in upper level courses would help us to justify not only the expense of equipment purchases but also the other instructional expenses. The teaching may be more effective with somewhat larger classes.

Future Plans

The Division will test the community needs by offering General Chemistry in the Evening School next Fall. If there is sufficient response to General Chemistry, then Organic Chemistry will be tried. Other science courses which might be tried would be Calculus and General Biology. These course offerings may lead to pre-professional programs in pharmacy, veterinary medicine, chiropractic medicine; another program which may be developed, if there is sufficient demand, is a technical business program in which the potential business person learns enough basic science to communicate with the scientific personnel of his company.

Next Fall we will begin the teaching of courses at St. Lukes Hospital School of Nursing. This will mark a major new educational effort by the Lindenwood Colleges, in which the faculty will present not just courses off campus but educational programs.

We also hope to work toward attracting new science majors to the Lindenwood Colleges. The faculty is prepared to work with the Admissions Office in this effort in any fruitful manner, and to present talks and demonstrations at local high schools. Some of this is already being done, but needs to be expanded.

Three of the departments (Biology, Chemistry and Physics and Mathematics) have excellent physical facilities for teaching. We recognize the need of our step-sister (Physical Education) to have better physical facilities as well.

1. Biology Department

Staff

All regular staff members of the Department have Ph.D. and are tenured.

Patrick F. Delaney, Jr., Chairman of the Department, teaches part-time in the Department. He is Dean of Lindenwood College for Men.

Ph.D. - Brown University

1964-69 - College of the Holy Cross

1967 - Associate Professor and tenure

1969 - Professor and Chairman of Department of Biology, Lindenwood

1971 - Dean of Lindenwood College for Men

Emphasis - Molecular Biology

Vincent T. Brescia

Ph.D. - Florida State University

1969 - Assistant Professor of Biology

Emphasis - Genetics and Microbiology

Daryl Jacqueline Anderson

Ph.D.- Washington University

1970 - Assistant Professor of Biology

Emphasis - Botany and Ecology

The Department has utilized part-time instructors. Currently we have two such people: Alfred Ihekoronye, a medical school student who is teaching Anatomy and Physiology; Sister Loretta Findysz is teaching Botany and Ecology while Dr. Anderson is on Leave.

Objectives and Areas Covered

During the last few decades there has been an explosive development of biological knowledge. The biologist is faced with the task of learning to master disciplines other than biology. He must not only attempt to be knowledgeable in related fields of science but also must attain an awareness of the impact of biological advances on society.

The Biology Department offers programs leading to the B.A. and B.S. degrees with a curriculum designed to prepare students for laboratory research, graduate study, and teaching. The Department offers a degree in Medical Technology which is accredited by the American Society of Clinical Pathology. Lindenwood is affiliated with three hospital schools of Medical Technology -- Jewish, Missouri Baptist, and DePaul.

Pre-medical, pre-veterinary, pre-dental, and pre-pharmacy programs are available. The Department also originated a Bachelor Degree program for nurses, whereby graduates of diploma schools of nursing or nurses with Associate Degrees may obtain a Bachelor's Degree at Lindenwood in one of the areas of concentration offered by the College. Lindenwood does not offer a degree in nursing.

Concentration in biology requires the completion of a minimum of nine courses (this is in the process of being changed) and six courses outside the Department but within the Division. Biology students are required to take a two semester General Biology course, one course from each of the four main areas of Biology (Molecular and Cellular, Organismic Biology, Developmental Biology, and Environmental Biology), and at least three additional biology courses. This program is planned to afford the student a basic comprehension of the main areas of biology and to give the student the opportunity to penetrate some aspect of the field of biology which may be of particular interest to the student. Student research and independent study are encouraged. Each year our students participate in such experiences both on and away from the campus. Our students have done research at area hospitals, laboratories, and universities.

Lindenwood has exclusive access to a 1000 acre nature preserve located about 50 miles from the College in the Cuivre River area. Ecological studies of terrestrial and fresh water habitats are made possible at this extensive outdoor laboratory. We have also made use of the Busch Wildlife Sanctuary Tyson Tract.

Strengths of the Department

We feel our two greatest strengths are our staff members who have a dedication to the teaching of undergraduate biology; our Biology Department at Lindenwood concentrates its full concern on undergraduate education, whereas universities split their talent and efforts into both undergraduate and graduate education. At Lindenwood, students have direct contact with faculty members in lecture and laboratories. There are no graduate student teaching assistants. We are able to identify exceptional students and students with academic deficiencies quickly. The student, working with his departmental adviser, designs a degree program to meet the particular educational goal of the student.

Number of Students

Presently we have 50 students studying in the department. These students have various goals: graduate school, teaching, biology, lab work, Medical Technology, and professional school. Each student works closely with his adviser in designing an academic program which meets the specific goal of the student.

Areas of Concern

1. Because of the size of our staff we must offer some courses on an alternate year basis.
2. Some of our students are reluctant to take courses in mathematics and chemistry.
3. Our staff members must offer courses in areas other than their specialities.

4. Because of the small size of our staff, the research interest to which students are exposed is limited. We have compensated for this by Staff making off-campus experiences available to our students.

5. We could use more equipment for study in certain areas of Biology - for example, molecular biology.

Future Plans

As we evaluate our Department we are assured that our Department has been effective. Our notion is supported by the success of our students on graduate record exams, in graduate schools, in research positions, in schools of Medical Technology, in teaching, and in professional schools. The feedback we receive has been for the most part complimentary. This fall we will begin to offer courses at St. Luke's Hospital School of Nursing. This is a new venture for the Department.

Patrick F. Delaney, Jr.

(See Biology Department)

Teaches Biochemistry, Chemistry 363-Biology 363

Objectives

a. Non-chemistry major

Provide introductory courses for non-science majors.

Provide beginning courses in chemistry and physics for biology and mathematics majors.

b. Chemistry major

Offer a thorough preparation in chemistry for students (1) planning to begin their careers as chemists either immediately after graduation or after graduate school, or (2) entering medical school.

Areas Covered

Introductory chemistry, analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. Also tutorial courses on special subjects.

Strengths

Good laboratory facilities

Good rapport with students

Good relationship with Washington University Medical School with opportunities for undergraduate research relating chemistry and medicine.

100% of chemistry majors who applied to medical schools have been accepted.

100% of chemistry majors who applied to well-known graduate schools have been accepted.

2. Chemistry and Physics Department

Staff

John A. Bornmann

B.S. (Carnegie Tech), Ph.D. (Indiana University)

1958-60 - E.I. du Pont de Nemours, Research Chemist

1960-61 - Princeton University, Research Associate

1961-65 - Northern Illinois University, Assistant Professor

1965- - The Lindenwood Colleges, Professor & Chairman,
Department of Chemistry and Physics

Teresa J. Welch

B.S. cum laude (Elmira College), M.S. (University of California, Berkeley), doctoral candidate (St. Louis University)

1962-63 - Lawrence Radiation Laboratory, Research Assistant

1963-67 - Brookhaven National Laboratory, Research Associate

1967- - The Lindenwood Colleges, Assistant Professor

Patrick F. Delaney, Jr.

(See Biology Department)

Teaches Biochemistry, Chemistry 363-Biology 363

Objectives

a. Non-chemistry major

Provide introductory courses for non-science majors.

Provide beginning courses in chemistry and physics for biology and mathematics majors.

b. Chemistry major

Offer a thorough preparation in chemistry for students (1) planning to begin their careers as chemists either immediately after graduation or after graduate school, or (2) entering medical school.

Areas Covered

Introductory chemistry, analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. Also tutorial courses on special subjects.

Strengths

Good laboratory facilities

Good rapport with students

Good relationship with Washington University Medical School with opportunities for undergraduate research relating chemistry and medicine.

100% of chemistry majors who applied to medical schools have been accepted.

100% of chemistry majors who applied to well-known graduate schools have been accepted.

Number of Students

In September, 1974 there were 85 students enrolled in chemistry and physics classes.

In June, 1974 3 chemistry majors were graduated.

Areas of Concern

1. Alternate year scheduling of courses causes scheduling difficulties especially for transfer students.
2. Advanced physics courses are needed to give the students a fuller training in science, but we have neither the faculty nor the students to support such a course.
3. Mrs. Welch is not employed full-time.
4. The Department needs students and majors.

Future Plans

1. A trial introduction of General Chemistry and then later Organic Chemistry into the Evening College.

2. Improved recruiting of chemistry majors.

1. Non-Majors

Provide basic courses including basic concepts, algebra, geometry, trigonometry, calculus and statistics.
Provide preservice training for elementary mathematics teachers.

2. Majors

Offer a solid basic undergraduate major including calculus, linear algebra, computer programming, probability, statistics, abstract algebra, analysis.
Help prepare students for graduate work in the mathematical sciences, for teaching and for careers in business and industry.

Areas Covered

Basic concepts, algebra, geometry, trigonometry, calculus, linear algebra, abstract algebra, probability, statistics, geometry, computer programming, history of mathematics.

Strengths

A good versatile staff offering broad coverage of mathematics and related areas.

A flexible program which is individually tailored to each student and which uses internships, independent studies and encourages combined majors.

3. Mathematics Department

Staff

Jeanne H. Huesemann

B.A., Lindenwood, M.A., Washington University, M. Math, Utah State University.

Experience: Lindenwood College, 1957-present

John Nichols

B.S., Hampden Sydney College, M.A., University of Virginia, Ph.D. Candidate, Washington University

Experience: Washington and Lee University, 1962-64, Washington University Teaching Assistant, 1964-69, Lindenwood College, 1969-present

Dominic Soda

B.A., Queen's University, M.A., Queen's University, Ph.D., Yale University

Experience: Yale University (Acting Instructor), 1962-64, Washington University, 1964-69, Lindenwood College, 1969-present

Objectives

Our basic objective is to help students develop their ability to understand and use mathematics.

1. Non-Majors

Provide basic courses including basic concepts, algebra, geometry, trigonometry, calculus and statistics.

Provide preservice training for elementary mathematics teachers.

2. Majors

Offer a solid basic undergraduate major including calculus, linear algebra, computer programming, probability, statistics, abstract algebra, analysis.

Help prepare students for graduate work in the mathematical sciences, for teaching and for careers in business and industry.

Areas Covered

Basic concepts, algebra, geometry, trigonometry, calculus, linear algebra, abstract algebra, probability, statistics, geometry, computer programming, history of mathematics.

Strengths

A good versatile staff offering broad coverage of mathematics and related areas.

A flexible program which is individually tailored to each student and which uses internships, independent studies and encourages combined majors.

Good resources including a GA 1830 computer, calculators, a mathematics education laboratory, and a good library.

Staff
Small classes and individual attention.

Joy Holtzmann Ebsat, Chairman, Assistant Professor
Number of Students 1970 B.A., Washburn College; M.A., Washington University

1974-75 295
1970 B.A., Drury College; M.S., Indiana University

Number of Majors

1974-75 11
Maxine C. Amos, Associate Professor, Art and Physical Education
1974 B.S., Physical Education College, M.A., University Vytautas
the Great, Kaunas, Lithuania; Certificat d'Aptitude a l'Enseignement
Alliance Francaise, Paris; graduate work in modern

Areas of Concern

An insufficient integration of the computer as a tool in our mathematics courses
Barbara Mettler; International Dance Academy, Cologne,
Germany; College for Music and Performing Arts, Vienna, Austria.

Decline in the number of student majors makes our upper level classes too small to effective courses.
1973, New York City, 1973.

Future Plans 1957
S.B., Lindenwood College; graduate work, University of Missouri;

Continue to offer a strong flexible program for non-majors and majors.
Association.

Improve the recruiting of students interested in mathematics.

Part-Time Staff:
Integrate the use of the computer into mathematics courses.

Carol Craig, Instructor, Physical Education
1973 B.S., M.A., Extensive work as elementary physical education
teacher, Women's Field Hockey Coach.

Edward Greshaw, Instructor, Physical Education
1974 B.S., Quincy College; Graduate study, Washington University

Larry Volo, Baseball and Soccer Coach

Lanny Hradek, Men's Basketball Coach

Anne Stabischmidt, Women's Tennis Coach

Ed Balog and John Nichols, Men's Tennis Coaches

Objectives of the Department

The student should be able to:

1. Possess enough depth and breadth through theory and experience in his/her area of emphasis to begin work in the field (teaching, horsemanship, dance, or community and outdoor education) in a confident manner.

4. Physical Education Department

Staff

Joy Holtzmann Ebest, Chairman, Assistant Professor
1968 B.A., Fontbonne College; M.A., Washington University

Suzanne M. Taylor, Assistant Professor, Physical Education
1970 B.A., Drury College; M.S., Indiana University

Grazina O. Amonas, Associate Professor, Art and Physical Education
1954 B.A., Physical Education College, M.A., University Vytautas
the Great, Kaunas, Lithuania; Certificat d'Aptitude a C'Enseignement
de Francaise, Alliance Francaise, Paris; graduate work in modern
dance: Connecticut College School of Dance and University of Wis-
consin; Modern dance study with Mary Wigman, Rosalia Chladek, Martha
Graham, Barbara Mettler; International Dance Academy, Cologne,
Germany; College for Music and Performing Arts, Vienna, Austria,
1968, 1972; Laban Art of Movement Centre, Addlestone, England, 1972;
Murray Louis-Alwin Nikolais, New York City, 1973.

Fern Palmer Bittner, Instructor, Physical Education, 1957
B.S., Lindenwood College; graduate work, University of Missouri;
Senior Recognized Judge and Steward of the American Horse Shows
Association.

Part-Time Staff:

Carol Craig, Instructor, Physical Education
1973 B.S., M.A., Extensive work as elementary physical education
teacher. Women's Field Hockey Coach.

Edward Crenshaw, Instructor, Physical Education
1974 B.S., Quincy College; Graduate study, Washington University

Larry Volo, Baseball and Soccer Coach

Lanny Hradek, Men's Basketball Coach

Anne Stahlschmidt, Women's Tennis Coach

Ed Balog and John Nichols, Men's Tennis Coaches

Objectives of the Department

The student should be able to:

1. Possess enough depth and breadth through theory and experience in his/her area of emphasis to begin work in the field (teaching, horsemanship, dance, or community and outdoor education) in a confident manner.

2. Fulfill basic recreational needs through the intramural and extramural teams, including: ("M" men, "W" women)

Soccer, Basketball, Field Hockey (W), Volleyball (W), Tennis, Baseball, Softball (W), Equitation, Co-Ed Volleyball; and through the Department sponsored clubs and activities, including: Beta Chi (Horsemanship), Phi Epsilon Mu (P.E. Majors), Trap and Skeet Club, Bowling League.

3. Have the opportunity to receive fundamental knowledge in the following physical education/sport areas according to personal interest: Tennis, Gymnastics, Swimming (Beginner through Water Safety Instructor), Archery, Badminton, Riding, Speedball, Field Hockey, Paddleball, and Valleyball, Basketball, Bowling Track and Field, Square Dance, Table Tennis, Shuffleboard, Softball, Golf, Cycling, Hunting and Shooting Education, Co-Ed Volleyball, Creative Dance, National Theatrical Dance, International Folk Dance, Advanced Modern Dance, and Roller Skating.

Areas Covered

Teaching Certification
Dance
Horsemanship
Community and Outdoor Education

Strengths of the Department

1. A very knowledgeable, concerned, and cohesive faculty dedicated to the students.
2. Personal contacts in the field to place students in meaningful student teaching, independent study, field studies, and internship programs.
3. Personal attention given to individualize students' program to meet his/her own needs.
4. Continual review of Department to analyze and revise department philosophy and program.

Number of Students - Majors

Physical Education Teacher Certification:	13
Community and Outdoor Education	1
Dance (See Art Department)	
Horsemanship:	16
Pre Vet	2
	32

Areas of Concern

Lack of indoor and outdoor facilities

Any Future Plans

1. Indoor riding arena
2. New gymnasium complex

Profile of the Social Science Division

Staff

The Social Science Division faculty currently includes 15 regular members serving seven departments. In addition, two librarians carry faculty rank and teach within the Division, one member (from Psychology) is on extended leave of absence, and more than 20 persons holding part-time appointments in the Evening College teach courses within the Division.

Objectives

While the Division has attempted, from time to time, to articulate Divisional objectives, these have never replaced the major emphasis upon individual disciplines. The departments generally agree that among their individual objectives, there is sharing in these objectives:

1. To provide liberal arts education at the baccalaureate level of high quality. Thus, the Division sees itself as part of a broader institution to which some responsibility is owed, beyond the responsibility to individual disciplines.
2. Corollary to (1) is the objective of providing sound instruction in the Social Sciences for students whose primary interests are outside the Division.
3. To provide a strong grounding within individual disciplines for students who wish to go on to graduate study.
4. To provide support to programs in other disciplines: students are expected to work within the Division, outside of their major discipline, and the Division coordinates the concern to have the appropriate resources of other social science disciplines available as needed.
5. To provide programs for students concerned to go into careers directly from the baccalaureate degree. These career oriented programs are administered by individual departments, but the Division has taken a supportive role in guiding the development of these and in arranging for resources beyond the administering department.

Strengths

The Division enjoys very strong student enrollment, although not necessarily equally distributed. The Division's 15 faculty include 11 with doctorates. The extent to which students reach beyond their initial majors to take strong minors or actual double majors in the Division has been a successful method of providing academic resources in a small faculty. The field study and internship programs have worked well in this Division.

Areas of Concern

While library resources are in many ways surprisingly sound, the explosive rate of growth in scholarship in the Social Sciences causes serious concern to the Division, with our minimal library allocations. The small size of the faculty, and finding a balance between diversity and depth is another major concern, but one which the Division has handled more by cooperation than by undercutting competition. Economics is particularly hurt by the current staffing situation.

Future Plans

Every department within the Division has indicated a need for expansion. However, several departments have suggested ways in which growth can be shared across departmental boundaries, so that some economies can be achieved. Economics may be able to share between History and Business Administration to gain strength. We look to further innovation in career oriented programs, but not at the price of surrendering excellence in the traditional disciplines and basic service to the liberal arts core of the Colleges.

1. "Quality" undergraduate & graduate program accreditation by A.A.C.S.B.
2. To serve community needs in cooperation with the Evening College.

Areas Covered

1. B.S./B.A. programs in the functional areas of business (accounting, data processing, finance, management, and marketing) plus Business Education (secondary business teaching, secretarial, office management).
2. Cooperative B.S./B.A. program in Human Resources Administration with the Department of Psychology.
3. A.I.S. (Associate) degree programs in the Evening College, in addition to the B.S./B.A. programs, primarily staffed with adjunct faculty.

Strengths of Department

1. Highly-motivated staff; each actively participates in administration.
2. Strong present and projected student/public interest in Business.
3. Existing on-campus Computer Center.
4. Active/Involved Business Leaders Advisory Council.

Number of Students - Majors

Approximately 100 full/part-time day.

Approximately 500 full/part-time evening.

1. Business Administration

Staff

Elwood L. Miller, B.S. (Honors), M.S. in C. (R), Ph.D.

3 years full-time, Lindenwood

2 years part-time, Lindenwood

Robert F. Palank, B.S.I.E., M.S.I.E., Doctoral candidate

3 years full-time, Lindenwood

(Released time as Director, Computer Center)

Linda A. Sullivan, B.S., M.A.

3 years full-time, Lindenwood

4 years full-time, St. Charles High School

Objectives of Department

1. Quality education for business administration.
2. "Quality" undergraduate & graduate program accreditation by A.A.C.S.B.
3. To serve community needs in cooperation with the Evening College.

Areas Covered

1. B.S./B.A. programs in the functional areas of business (accounting, data processing, finance, management, and marketing) plus Business Education (Secondary business teaching, secretarial, office management).
2. Cooperative B.S./B.A. program in Human Resources Administration with the Department of Psychology.
3. A.I.S. (Associate) degree programs in the Evening College, in addition to the B.S./B.A. programs, primarily staffed with adjunct faculty.

Strengths of Department

1. Highly-motivated staff; each actively participates in administration.
2. Strong present and projected student/public interest in business
3. Existing on-campus Computer Center.
4. Active/involved Business Leaders Advisory Council.

Number of Students - Majors

Approximately 100 full/part-time day.

Approximately 500 full/part-time evening.

Areas of Concern

Future Plans

1975-76

1. Increase faculty resources, acquire major additional library acquisitions in business, acquire one additional professional librarian and obtain support staff/equipment.
2. Initiate first series (3 or 4 courses) of a graduate (MBA) program in business, approved by the Board of Trustees, March 8, 1975.
3. Finalize business/donor pledges made in anticipation of MBA Programs.
4. Apply for AACSB membership (September, 1975) and submit AACSB Self Study Guide (October-November, 1975).
5. Apply for foundation support to renovate an existing, partly-used dormitory for a combination Evening College/Graduate Business Center with a remote computer terminal.

1976-77

1. Obtain additional resources required, based upon student enrollments.
2. Request AACSB accreditation visit to consider BS/MBA programs jointly.

1977-78

1. Correct any deficiencies cited by AACSB and re-schedule team visit if necessary.

1. Seventy-seven students enrolled 2nd term, 1975
2. Majors - 3

Areas of Concern

1. Day enrollment growing but only large enough for one instructor
2. Evening College growing, classes large
3. Graduate program will make a Ph.D. necessary for new faculty persons

Future Plans

1. Two masters, both Ph.D.'s are needed
2. In addition to above courses a course or two in econometrics

2. Department of Economics

Staff

John B. Moore, A.B., M.A., Ph.D.

Teaching experience at Howard College, William Jewell College, University of Denver, University of Missouri at Columbia, University of Missouri at St. Louis, Washington University and The Lindenwood Colleges - 30 years. Retiring, new staff to be hired.

Objectives

1. To prepare students for graduate school and jobs
2. To provide prerequisites for Business Administration courses
3. To provide consumer education for everyone.

Areas Covered

1. Principles in macroeconomics and microeconomics
2. Labor
3. Money and banking
4. International
5. Public Finance
6. Statistics
7. Comparative systems

Strengths

1. Increased enrollment due to establishment of Evening College
2. Greater interest of students due to economic conditions

Number

1. Seventy-seven students enrolled 2nd term, 1975
2. Majors - 3

Areas of Concern

1. Day enrollment growing but only large enough for one instructor
2. Evening College growing, classes large.
3. Graduate programs will make a Ph.D. necessary for new faculty person.

Future Plans

1. Two members, both Ph.D.'s are needed
2. In addition to above courses a course or two in econometrics

3. Education Department

Staff

Virginia Lewis Carpenter, (1967), Associate Professor, A.B., M.A.Ed., Ph.D. Other college teaching experience: Washington University, Southern Illinois University, Edwardsville.

Boyd R. Morros, (1973), Assistant Professor, B.A., M.A.Ed., (Ph.D. expected 1976). Other college teaching experience: Washington University.

Steve B. Rukavina, (1974), Associate Professor, B.S., M.S., Ed.D. Other college teaching experience: University of Wyoming, St. Cloud State College, Wayne State University.

Goals

1. To prepare elementary, secondary, and Kindergarten through Twelfth Grade (K-12) level teachers with professional training within a Liberal Arts orientation enabling future teachers to develop the attitudes, skills and concepts that provide a core foundation for their initial entrance into the teaching field which helps them to be successful as beginning teachers while stressing their need in the future to continue their educational development as part of a life-long commitment to education.
2. To provide opportunities enabling experienced classroom teachers to improve their instruction, to analyze curriculum innovations, and to develop constructive and creative approaches to improve the process of schooling in both in-service and graduate level programs.

Our traditional major focus has been on the first objective (1) listed above. For many reasons, including the apparent reduction in employment opportunities for new teachers at both the elementary and secondary levels, the need for continual retraining of experienced teachers with less turnover expected in school districts, the increased encouragement for experienced teachers to obtain masters degrees and additional in-service training, the possible changes in Missouri from life certification to a sequence of diversified certificates (initial, professional, advanced professional) renewable indefinitely, and the Education Department Staff's belief that professional development should continue throughout the career of teachers, we submit that the second objective (2) should be given equal attention in the future.

Areas

We offer N.C.A.T.E accredited programs leading to certification in Missouri in elementary education, secondary education, and Kindergarten through Twelfth Grade (K-12) education for specialized areas.

1. The elementary Education program includes a composite area in either the Humanities, Social Science, or Natural Science. Students may obtain either a B.S. or B.A. degree.

2. At the Secondary level, students may seek certification in Biology, Business Education, English, Mathematics, or Social Studies. Students may obtain either a B.S. or B.A. degree with their Area of Concentration in their subject area field (e.g. English).
3. At the K-12 level, certification areas include Art, Foreign Language, Music, and Physical Education. The student's Area of Concentration is in the subject area field (e.g. Art) with the appropriate degrees (e.g. B.S., B.A., B.F.A., B.M.E.).

Library Supervision, K-12, is offered as a supplementary area of certification. Life certification in Missouri at either the elementary or secondary level is a prerequisite.

Strengths

1. The small college atmosphere enables the Education Department faculty and students to have close personal contact in courses, advisory situations, Education Club functions, etc. during the years the students are in the program. Such interaction makes some individualism possible, makes evaluation of both students and the programs more realistic, and helps to humanize our professional programs by requiring role models who must "practice what they preach".
2. Students are given the opportunity to participate in field experiences at differing levels of responsibility - observing, tutoring, assisting, planning - before student teaching when they are expected to assume the role and responsibility of a classroom teacher. Students are generally successful in student teaching, at least partly as a result of their previous field experience.
3. The Campus School in Niccolls Hall with its pre-school and Kindergarten programs provides our students with an on-going program to observe and work in while on campus, and makes a valuable contribution to the St. Charles Community and to LC Continuing Education students who can enroll their children while taking coursework. The Campus School also demonstrates what can be accomplished with a limited budget when the talents and resources of capable and committed people are involved.
4. The current Education Department faculty represents a rather broad diversity in teaching and experience which is helpful in a small department. Areas covered include elementary and secondary education, English, Language Arts, Social Studies, general curriculum and instruction, early childhood education, educational psychology, child development philosophy, sociology and history of education, etc. All three full-time members have experience in public school teaching, elementary and secondary level, and college teaching, both undergraduate and graduate levels.
5. The Education Department faculty has had opportunities to work with experienced classroom teachers in in-service education, summer school courses, workshops, consulting roles, etc. The Annual Conference on Personalized Instruction, co-sponsored by one of the local area school

districts, has helped to make teachers in surrounding school districts more aware of the opportunities for study at the college in both evening and summer school workshops and courses.

6. Excellent help and support for our programs is provided by Mrs. Nancy Johnson, teacher in the Campus School, and Mrs. Joan Weaver, Education Department secretary. We are also able to utilize some very competent experienced teachers as resource persons and part-time instructors on a continuing basis (for example, Mrs. Lillian Powell in elementary art, Mrs. Lois Cannon in physical science teaching, and Mrs. Nancy Polette in audio-visual techniques and children's literature). Their contributions have been a valuable supplement to our curriculum.
7. The inclusion of some specialized elective courses (e.g. Individualized Instruction) which are not required for certification in our curriculum offerings has been valuable in enriching the preparation of our students and, we feel, has been helpful in making them visible in the current job market situation. The LC Placement Office has been very cooperative and supportive, enabling students to find teaching positions despite the competitive market.
8. Early identification of our education students and improved evaluation procedures for certification, including written information for each individual student's situation, has led to better advising and increased understanding of the program for both students and faculty members involved in the liberal arts preparation for teaching.
9. The Council on Teacher Education, with representatives from all departments involved in Teacher Education, has been strengthened. It serves as an invaluable aid to the Education Department in planning curriculum changes, screening and consulting with students, and helping us to improve all our certification programs.

Number of Students

1. The Elementary Education majors are averaging around twenty students per year (1970-71: 23, 1971-72:18, 1972-73:19, and 1973-64: 20). This average represents a decrease from the Sixties (e.g. 1969-70: 37).
2. Secondary and K-12 certification students, who do not major in education, have been averaging around twenty-five per year (1970-71:23, 1971-72: 23, 1972-73: 26, and 1973-74: 27). This average also represents a decrease from the Sixties (e.g. 1969-70: 38).

Areas of Concern

1. The traditionally normal way to demonstrate vitality and growth in a program by increasing the number of students enrolled in current programs seems inappropriate at a time when the job market situation for new teachers is somewhat limited for the foreseeable future. We do not see the advantages, for example, in trying to double or triple the number of students enrolled in undergraduate programs involving training to be elementary or secondary classroom teachers. Instead

if we are to continue to be a vital and important part of The Lindenwood Colleges and to continue to serve our surrounding community, we feel the need to develop alternatives for our department, such as graduate level programs and course work with relevance for non-public school instructors, for example, teaching in museums, community centers, church programs, and the business world.

2. We approve of the philosophy requiring teachers to continue their professional development throughout their careers, the projected possible changes from life certification to a series of specialized and continually revised certificates demonstrating growth and re-commitment to teaching, and the need for teachers to obtain advanced degrees. Therefore we need to revise our current programs and offer graduate credit in order to be involved in the newest developments in teacher training.
3. We feel our students need more opportunities to benefit from interaction on campus and off with experienced classroom teachers who can provide professional role models and resource skills. In addition, we feel experienced teachers would also be enriched by contact with "beginners" in their chosen profession. We also are aware of the need to have classroom teachers and public school administrators represented on our Council for Teacher Education.
4. We feel the need for an adequate resource center in our library, and with the help of the Education Club, we are beginning to look into the possibilities and problems involved in terms of money and staffing. We would like such a center to be available to our students and to teachers in the surrounding community.

Future Plans

The Education Department is currently engaged in a survey for possible Master level work. This is described in Chapter VIII.

Areas Covered

We do work in the following areas:

1. U. S. history - our coverage here is fairly even. The core comprises the four-course "survey" of the U. S. past, period by period, plus areas of social, economic, intellectual interest.
2. Russian History - three courses.

4. History Department - We cover, in actual coursework, winter terms, Europe since 1648. Coverage here is even on a period basis.

Staff

The History Department now has two full-time members:

James F. Hood, (Ph.D. Illinois, 1954). Twenty years experience in college teaching, 14 at Lindenwood.

C. Edward Balog, (Ph.D. Illinois, 1972). Two years experience, both at Lindenwood.

We use the services of an instructor from Modern Languages in the area of French History.

Objectives

The History Department sees itself fulfilling a variety of purposes in its offerings.

1. The traditional liberal arts purpose - any program in liberal arts education would be impossible without the general use of history sources by students.

2. Preparation of students for graduate programs:

- a. Partly in history and related fields directly;
- b. Partly in terms of programs such as pre-law

A steady trickle of our majors aim for these sorts of careers.

3. Direct service to other departments - this occurs in such areas as English and American literature, communication arts, sociology, art, and the like where students need cognate information. This will expand with business program emphasis on economic history and international business.

4. Indirect service to other departments - History provides a vicarious experience in behavioral science.

5. History courses and independent studies allow students to explore particular contemporary issues in historical context. This is frequently done by students without specific requirements - merely from personal need or interest.

Areas Covered

We do work in the following areas:

1. U. S. history - our coverage here is fairly even. The core comprises the four-course "survey" of the U. S. past, period by period, plus areas of social, economic, intellectual interest.

2. Russian history - three courses.

3. Modern European - We cover, in actual coursework, winter terms, Europe since 1648. Coverage here is even on a period basis.
4. History of England - four courses on campus, and one course offered periodically in London.

There are other ways in which these areas are supplemented:

1. Tutorials and independent studies - available either in specialized areas or to allow the student to explore areas in which we have no formal winter coursework, i.e., Renaissance-Reformation or ancient.
2. Use of related fields such as the History of French Civilization offered by Modern Language Department.
3. Scheduling in summer term - we regularly offer work in ancient and medieval and renaissance reformation in summer.
4. In January Terms

Strength

We do quite reasonable work in areas we cover. We get good enrollments considering size of college as a whole. Our system of minimum prerequisites allows a great deal of "drop-in" registration in more specialized courses. Both instructors, in fairness to ourselves, are effective, available, and generally well-liked by students.

Number of Students

We normally serve about 120 or more students per term in day courses. Our majors have remained fairly constant over the years at about 20. We have a number of double-majors with other departments.

Areas of Concern

Several areas give us concern:

1. Library resources are hard to keep up with spiraling book costs.
2. We neglect some areas of history: Africa, Latin America, Asia - which we should cover.

Future Plans

1. We hope to develop some experiences in non-western areas at a beginning level.
2. We plan to implement more courses in the Evening College in conjunction with adult programs.
3. We are working to relate specific courses so that students can have concurrent related experiences such as Victorian history and Victorian literature in Spring of 1976, relating U. S. intellectual history and American literature, and Russian revolutionary movements with the course in Political Science on Marxism.

5. Political Science Department

Staff

DeLores J. Williams, Ph.D. Georgetown University, University of Chicago, Sorbonne, Fulbright Scholar (India). Lindenwood since 1966. President, Missouri Political Science Association 1970-71.

Richard A. Wier, Ph.D. Georgetown University. Research Assistant, scholarship, Georgetown Center for International and Strategic Studies, 1965-66. National Teaching Fellow, 1966-68. NSF research grant for study on Canadian Politics, 1967. Consultant and director, EEO and Upward Mobility Program, U. S. Civil Service Commission, 1970. Senior Counselor, MPSA, 1974-75. Chairman, Civil Service Board, City of Berkeley, Missouri, 1974 (4 year appointment). Currently taking courses at St. Louis University, School of Law.

Teaching: Manchester College, 1962
Webster College, 1962-63
Lindenwood since 1968

Objectives

1. Provide students analytical skills and level of knowledge required to analyze contemporary political phenomena and behavior.
2. Prepare students for graduate study, professional career fields such as Law, and public service.
3. Primary emphasis on three fields of Political Theory, both normative and behavioral; Comparative Politics; and American Government. Some courses provided in field of International Relations, which has been in past three years, but first three fields remain primary area of concentration.

Strengths

1. Presentation to students of wide scope of courses which has, in the past, enabled students to secure admission to highly selective graduate schools, i.e., Duke, NYU, University of Indiana, etc.
2. Broad experience of faculty and activity of faculty in state, local, and regional Political Science associations. Students seeking admission to area and state graduate and Law Schools thus often encounter other faculty familiar with the work of the Lindenwood Political Science faculty.
3. Cooperation of the Political Science Department with other Departments in the College, particularly, in recent years, the Communications Arts Department, thus the Department has experienced an increase in double majors in C.A. and Political Science. The Department thus functions to provide a thorough theoretical basis in contemporary politics to C.A. students. The Political Science Department has also cooperated with Psychology Department and have had students with double majors in Political Science and Psychology.

Number of Students - Majors

At present, 9 majors, an increase in the past two years.

Areas of Concern

1. The Department still requires closer cooperation with other departments in the Social Science Division. Student flow into the department has been greatest from departments formally outside of the Social Sciences Division, i.e., Communication Arts.
2. The Department continues to offer only a few courses in International Relations. Department personnel have consciously avoided expanding too broadly in this area out of a concern of spreading the efforts of the department too widely and diverting the program. At least a part-time instructor in International Relations would be desirable if student enrollment in the department expands.

Future Plans

To maintain the quality of the program. Would like to expand Internship program. The department has placed students recently in district offices of local Congressmen. At present there is some opportunity to place a student in local government internships in St. Louis suburban city governments.

William D. Evans, Assistant Professor

A.S. in Psychology, Capital University, 1950

M.A. in Clinical Psychology, Ohio State University, 1956

Ph.D. in Clinical Psychology, Ohio State University, 1966

Dr. Evans was an NSF Research Fellow at Carnegie-Mellon University in the summer of 1968. During his graduate study, he served as Graduate Assistant and Instructor in Psychology at Iowa State University. From 1969 to 1972, he held the position of Instructor in Psychology at Geneva College, where he taught a large variety of Psychology courses. He has several journal articles and convention papers in the area of human learning.

Adjunct Faculty:

Robert Vucchiotti, Assistant Professor

B.S. in Sociology, St. Peter's College, 1962

M.A. in Psychology, Fordham University, 1964

Ph.D. in Psychology, St. Louis University, 1973

Dr. Vucchiotti has been an aerospace psychologist for nine years and has engaged in a variety of activities concerned with engineering psychology, aerospace programs, and the development of training programs for several government agencies.

6. Psychology Department

Staff

Full-Time Faculty:

Linda A. Nelson, Assistant Professor and Chairman

B.S. with Honors in Psychology, Washington University, 1968

M.S. (Res) in Psychology, St. Louis University, 1970

Ph.D. in Psychology, St. Louis University, 1971

Dr. Nelson was an N.D.E.A. Fellow at St. Louis University from 1968 to 1971, has published a research paper in the area of human learning. She taught general, educational, and developmental psychology at Harris Teachers College during the years 1971-1973. Since coming to Lindenwood, Dr. Nelson has developed computer simulation teaching materials under a grant from the Exxon Foundation for use in research methods and statistics courses.

James D. Evans, Assistant Professor

B.S. with Honors in Psychology, Geneva College, 1968

M.S. in Psychology, Iowa State University, 1969 (Counseling)

Ph.D. in Psychology, Iowa State University, 1974

Dr. Evans was an NSF Research Fellow at Carnegie-Mellon University in the summer of 1968. During his graduate study, he served as Graduate Assistant and Instructor in Psychology at Iowa State University. From 1969 to 1972, he held the position of Instructor in Psychology at Geneva College, where he taught a large variety of Psychology courses. He has several journal articles and convention papers in the area of human learning.

Norman W. King, Associate Professor (on leave 1973-1976)

A.B. in Psychology, Capital University, 1950

M.A. in Clinical Psychology, Ohio State University, 1960

Ph.D. in Clinical Psychology, Ohio State University, 1966

Dr. King had a variety of experiences in clinical settings and teaching prior to accepting an appointment to the faculty of Wittenberg University in 1966. He came to Lindenwood in 1970 and is currently engaged in research on the role of personality variables in pilot training programs for the U. S. Air Force.

Adjunct Faculty:

Robert Vecchiotti, Assistant Professor

B.S. in Sociology, St. Peter's College, 1962

M.A. in Psychology, Fordham University, 1964

Ph.D. in Psychology, St. Louis University, 1973

Dr. Vecchiotti has been an aerospace psychologist for nine years and has engaged in a variety of activities concerned with engineering psychology, aerospace programs, and the development of training programs for several government agencies.

Marcelle M. Soda, Instructor

B.A. with Honors in French, 1960

Ed.M. in Special Education, 1968

Marcelle Soda has been working in the field of mental retardation for the past ten years. She is presently employed as a preschool teacher by the St. Louis Association for Retarded Children.

Phil Barling, Instructor

B.A. with High Honors in Psychology, University of Arkansas, 1973

M.S. (Res.) in Clinical Psychology, St. Louis University, 1975

Mr. Barling is currently a doctoral candidate in Clinical Psychology at St. Louis University and is engaged in research on environmental factors and their effects on human behavior.

Janice L. Jackson, Counselor and Director of Inter-Cultural Programs

B.S. in Biology, Tougaloo College, 1962

Ed.M. in Counseling Education, University of Missouri-St. Louis, 1974

Janice Jackson has experience as a welfare case worker, high school teacher, and since 1970 has directed counseling activities, student services, and testing programs for Lindenwood Colleges.

Objectives of the Department

In the most general terms, the objectives of the department are to stimulate an interest and involvement in the scientific study of behavior, and an understanding of its application to behavioral and social problems.

Specifically, we seek to provide an academically sound core program combining course-work with participatory learning experiences, both on campus and in carefully selected off campus settings, to prepare a student for further study in psychology at the graduate level or to permit the student to develop and demonstrate skills appropriate to post-Bachelor's employment.

Areas Covered

An evaluation of the Lindenwood course offerings with respect to the 1973 American Psychological Association report on Undergraduate Education in Psychology indicates that the psychology offerings are fairly extensive, including slightly more than two-thirds of the thirty courses typically offered at liberal arts colleges and universities with majors in psychology. The distribution of courses is similarly appropriate with representative offerings in natural science processes (learning, perception, motivation, biopsychology, human cognitive behavior, field study in experimental psychology), social science processes (child development, abnormal personality, counseling and psychotherapy, exceptional child, differential, social, women, field studies in child development or interpersonal behavior), applied areas (creativity, behavior modification, managerial, testing, field study), along with the introductory and core courses (principles, interactive, statistics and research methods). Independent study options, history and directions, and an interdisciplinary course in environmental psychology round out the program.

Strengths of the Department

Curriculum: Clearly in line with APA recommendations, the LC psychology program is representative, very flexible, and has a somewhat atypical emphasis on student participation in research and field experiences as an INTEGRATED part of their course work.

Cooperation with other disciplines: Especially in the area of communication arts and business, the LC psychology student has options other than graduate school, i.e., marketing research, advertising, human resources management (psy major, business minor or vice versa), health care administration, etc. The flexibility of the entire curriculum permits the student to explore many options and still have room in the program for a combination of liberal arts experience and applied or vocationally oriented training.

Staff: With a small full-time staff, the department is strengthened by the use of adjunct faculty for highly specialized and introductory courses and thus can provide the student with exposure to a variety of professional models and points of view.

Computer Simulation: Current development of computer simulation as an instructional aid in research problems and statistics as well as content courses gives LC the potential for producing undergraduate majors with strong research skills, which we consider extremely valuable for both graduate school and applied settings.

Number of Students - Majors

Enrollment in psychology courses, day and evening, for the 1974-75 school year was approximately 550 with around 320 of those in day courses. Thirteen students concentrating in psychology received degrees in 1974.

Areas of Concern

Staffing: Clearly, the program would be enhanced with the return of Dr. King or the addition of adjunct faculty with Clinical Internship experience.

Field Studies: Continual efforts must be made to procure additional sites and supervision for field study experiences and to monitor and evaluate current sites.

Equipment: While LC is rather well off in terms of undergraduate laboratory equipment, the anticipated growth in student enrollment calls for an improvement in our physical facilities for student research projects.

We also need to improve our relationship with the computer center to maximize the usefulness of its resources for psychology students.

Library: Again, the current situation is rather good for a small college library, however, cut-backs in purchasing over the last two years are beginning to pinch.

Future Plans

Clearly, we will respond to the areas of concern outlined above.

For the benefit of students not interested in graduate study, we will continue to develop cooperative programs with other departments. Specifically, we will seek to enlist the cooperation of the Education Department in connection with the development of programs in day care/early childhood education and, perhaps, in special education. With the addition of graduate programs, we may also consider developing Bachelor-level paraprofessional programs oriented toward employment in mental health settings.

We are currently expanding student involvement in the on-going research of the full-time faculty in the area of human learning and memory, through field study, course work, independent study, or simply extra-curricular experience.

The psychology major for students enrolled in Lindenwood III will become a reality in 1975-76.

1964-69: Assistant to President, Chatham College; Pittsburgh, PA.
1963-66: Phillips Foundation Intern in Academic Administration, Chatham College
1962-63: Assistant Professor of Anthropology, Western Connecticut College
1959-62: Advisor to Cambodian Government setting up Kompong Kmatut
1955-58: Assistant Professor, Math & Social Studies, Western Connecticut College

Objectives

The objectives of the Sociology Department include:

1. A commitment to present the subject matter of sociology and anthropology as a relevant perspective for students in a liberal arts curriculum through which they may understand both their own society and culture and others.
2. The systematic development in the understanding of the ideas and participation in the skills of the discipline for those students who wish to go on to become professional sociologists.
3. The development of those resources within sociology which are particularly significant to students moving into careers for which sociology is an appropriate foundation, such as city planning, social work, and the administration of justice.

Areas Covered

The departmental curriculum is organized to emphasize strong foundations in theory and method along with a reasonable range of offerings in the various social processes and social institutions. We are presently developing a full program for the administration of justice which, while providing

7. Sociology Department

Staff

John N. Bartholomew

B.A., Sociology, Cornell University

B.D., Princeton Theological Seminary

Th.D., Sociology, Princeton Theological Seminary

Experience: Instructor, Princeton Theological Seminary, 1968-69
Lindenwood, 1969-Present

Doris Crozier

B.A., Trinity College

M.A., New York University

A.B.D., New York University

Experience: 1969-72: Dean of Coord. College for Women, Kenyon College,
Gambier, Ohio
1964-69: Assistant to President, Chatham College, Pittsbur
Pittsburgh, PA.
1963-64: Phillips Foundation Intern in Academic Adminis-
tration, Chatham College
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sufficient courses in A.J., will also retain strong components of sociology and psychology.

Strengths

The strengths of the department lie in (a) general theory; (b) urban, especially planning; (c) anthropology, particularly of S.E. Asia, and (d) the ability to provide significant field study experience for students seeking careers in related social service.

Students

The department presently has 14 majors, and 12 applicants for the Administration of Justice program.

Concern

Our greatest area of concern is the need for an increased emphasis upon hard core empirical research and statistical applications in sociology.

Future Plans

We are currently seeking an additional faculty member with a strong empirical orientation. The implementation of A.J. will be spread over the next two years. We expect to be responsive to other community programs in balance with our commitment to the core of the discipline.

The Calendar

At the time of the curricular change the faculty examined a number of possible calendar models and elected the 4-1-4 pattern. There were relatively few colleges on such a pattern then, though several hundred have since adopted it.

The reasoning behind the decision was clear. The faculty wanted to accomplish these things: **CHAPTER V.**

1. To limit the number of courses each student took each term, allowing a greater concentration.
2. To finish fall term before Christmas, eliminating the "lame-duck" period in January.
3. To limit the number of courses each student would need to offer in a year's time.
4. To give, in January term, a period for concentration on one course for both students and faculty.
5. To allow experimental courses and experiences in January:
 - a. off-campus courses
 - b. internships and practicum full-time
 - c. total immersion courses
 - d. joint courses without schedule problems

The 4-1-4 system continues to be popular with faculty and students.

Requirements and Degrees

The original intent of the program was to offer one degree, the B.A., though that has not proved feasible. The faculty wished to create a program in which breadth would be built in. Then, each concentration was to be in either humanities, science and mathematics, or social studies with an emphasis in a discipline. This "divisional major" concept was to be realized through a normal pattern of 8-12 courses in a particular discipline as an upper limit allowed and 2-4 courses within the division as supporting areas. When the limit was reached, the student could take no more in that area and would be forced to diversify his program. This straight liberal arts approach applied across the board.

In practice, this system has been modified. For several reasons, various departments have concluded that 12 courses did not allow sufficient depth to prepare students for graduate or professional schools. Thus, at departmental initiative, these limits have been raised in areas such as music, art, mathematics, and several others.

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In the same way, the single degree has not proved feasible. More specialized degrees have been added through the years (some of them re-created). This includes the B.M., B.M.E., B.F.A. degrees, and the program in medical technology.

The program was created also to have a series of "divisional elective" courses to meet a distribution requirement. These 100-level courses were intended to introduce a student to the subject matter of a discipline. The multiplication of these courses finally resulted, in 1974, in a decision to allow the distribution requirement to be met with a greater variety of courses through the 200 level. This has provided the program with even greater flexibility.

Because the "general education" course structure was dropped in this new curriculum, the faculty wished to provide a common experience for in-coming students. This aim has been met through the years with the Lindenwood Common Course. The theme, structure, staffing, and time sequence have varied widely through the years, ranging in emphasis from "change in the 20th Century" to "Developing Values in a Changing World." The staff has been drawn from the three divisions, and an important aspect of the course has always been an effort to present students with the distinctive viewpoints and methods of the various divisional disciplines.

One particularly hopeful feature of the Common through the years has proved to be the victim of a nation-wide trend. In implementing the Common, the faculty abolished required Freshman Composition. Those students who had little or no problems with writing accomplished their writing through a heavy writing assignment in the Common, including a long research paper sequence. Those with problems in writing were given workshops and tutoring to make up deficiencies. While this has been reasonably successful, the decline in writing skills of incoming students (a trend which seems national) has finally made this tutoring program insufficient, and in the spring of 1975 the Lindenwood faculty accepted a new version of the Common for fall of 1975 which will place students in a required writing term in the fall with the actual "common" course now reserved to the spring term. We, of course, have no evaluation of this change as yet.

C. January Term

The January short term is, perhaps, the most distinctive feature of the 4-1-4 system and remains the favorite component for many faculty and students. January allows a period of concentration on a single course without interruption or schedule conflicts.

The majority of faculty and non-evening students are involved in on-campus courses. While January is not required at Lindenwood, the vast majority of students use it. It is built into the fee structure, so that payment for either fall or spring entitles the student to a January course.

The faculty has used the January term for a wide variety of normal and experimental courses. We have experimented with courses yoked together, as many as four on a common theme sharing some class time. Instructors have teamed up for courses, sometimes across departmental and division lines (e.g., an artist and chemist on "Art and Science of Photography.") January has proved the ideal time for off-campus internship experiences, mostly in St. Louis, or extended independent study courses both on and off-campus.

In addition, January has been a time of organized off-campus experiences elsewhere on the continent and overseas. In the circumstances of a small faculty in each discipline, these overseas courses provide a vital stimulus and dimension which is valuable to both student and instructor.

Beginning in 1968, the program remained strong for a number of January Terms. The students involved each year are as follows:

1968 - 96	1972 - 101
1969 - 134	1973 - 90
1970 - 68	1974 - 30
1971 - 89	

The 1974 figure obviously indicates the economic circumstances of the time and the inflation of costs involved. In earlier years the college had provided a grant program up to \$300 for such work, but this has been another victim of limited financial resources. We are unsure of this aspect of our program, and our experience in January 1976 will be decisive.

D. Field Study and Internships

With the Colleges' self-concept as a liberal arts institution, Field Study and Internship experiences are available in most departments. Field Studies and Internships are normally done off-campus. These valuable education experiences provide the opportunity to obtain academic credit in situations which enable students to apply their classroom knowledge to a career situation. Such experiences assist students in their career decisions.

When two or more course credits are awarded, the experience is called an Internship; less than two courses of credit is a Field Study.

Examples of places where Lindenwood College students go for Internships and Field Studies include: Hospitals; radio and television stations; business; institutions for the blind, aged, mentally retarded, and exceptional child; advertising agencies; theatre; social service agencies; city planning offices; museums; libraries; political headquarters; and laboratories.

Some students elect to enroll in Field Study and Internship courses at the same time they enroll in regular on-campus courses. Other students elect to devote an entire term to an Internship experience.

Application forms for the Field Study and Internship are available in the Dean of Lindenwood College for Men office. The Lindenwood College for Men Curriculum Committee reviews Field Studies and Internships for The Lindenwood Colleges. There is no extra tuition charge for enrolling in a Field Study or Internship.

E. Practicum Credit

The degree programs of The Lindenwood Colleges are designed to permit each student unusual opportunity to construct an academic program of particular relevance within the framework of the liberal arts and sciences. Using the liberal arts as foundation The Lindenwood Colleges have been developing career-oriented programs. The faculty of The Lindenwood Colleges endorsed a proposal whereby the Deans and Department Chairmen can utilize the practicum method of recognizing non-traditional work. In this way the Colleges can grant academic credit for work and study which had in the past not been awarded credit. Practicum credit can be awarded for work and study in nursing schools, trade and technical schools, job experience, social services, laboratory experience and work in the communications field. A student can utilize up to a maximum of nine courses of Practicum Credit toward the completion of any degree.

The Curriculum Committee of Lindenwood College for Men has authorized Practicum credit for the successful completion of a number of specific programs and experiences:

- 1) Nine courses of Practicum credit is awarded to graduates of Diploma Schools of Nursing, and six courses of Practicum credit is awarded to nurses with Associate Degrees.
- 2) Air Traffic Controllers with certificates at the Phase V level are awarded nine courses of Practicum credit toward a Bachelor's Degree. Four courses of Practicum credit is awarded participants who have completed approved Traffic Management Programs.
- 3) A certified Professional Secretary is awarded 1 1/2 courses of Practicum credit.

Some departments of the Colleges have designed career-oriented degree programs which utilize Practicum Credit toward fulfilling the requirement for a specific degree. Examples of such degree programs include a Bachelor's Degree Program in Sociology with emphasis in Urban Planning and Design, a degree program in Sociology with emphasis in Computer Resources, a degree program in Sociology/Administration of Justice, a BFA Degree in Career-oriented Studio Art.

Application forms for Practicum credit are available in the Office of the Dean of Lindenwood College for Men. The Curriculum Committee of Lindenwood College for Men reviews Practicum Credit for The Lindenwood Colleges. An evaluation fee of \$40 is charged for the awarding of Practicum Credit.

F. The St. Luke's Hospital Affiliation

The Lindenwood Colleges have an affiliation with St. Luke's Hospital School of Nursing of St. Louis, whereby the nursing students are admitted to The Lindenwood Colleges as Special Students and enroll in courses for college credit as part of their diploma school of nursing program. Examples of courses offered include Anatomy and Physiology, General Chemistry, Concepts of Sociology, English Composition, Introductory Psychology, Human Development, Microbiology, and Nutrition. These courses are taught by Lindenwood faculty at the School of Nursing. Deans and faculty members of The Lindenwood Colleges work closely with the Director and faculty of St. Luke's Hospital School of Nursing in curriculum planning and student advising.

	1970	1971	1972	1973	1974	1975	1976	1977
Arts	1	1	1	1	1	1	1	1
Business	1	1	1	1	1	1	1	1
Education	1	1	1	1	1	1	1	1
Health Sciences	1	1	1	1	1	1	1	1
Humanities	1	1	1	1	1	1	1	1
Liberal Arts	1	1	1	1	1	1	1	1
Mathematics	1	1	1	1	1	1	1	1
Natural Sciences	1	1	1	1	1	1	1	1
Physical Sciences	1	1	1	1	1	1	1	1
Professional	1	1	1	1	1	1	1	1
Religion	1	1	1	1	1	1	1	1
Social Sciences	1	1	1	1	1	1	1	1
Unlabeled	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1

AREA OF CONCENTRATION 1970-1974

AREA OF CONCENTRATION	1970		1971		1972		1973		1974	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
American Studies						2	1		1	
Art Studio	1	9	3	5	3	6	4	5	11	10
Art History		1		2		2	1	5		
Biology		5		9	2	4	1	3	6	5
Business Administration							1		7	3
Chemistry		2	1	1		2	1		1	2
Classics (Latin)		1		2		1				1
Communication Arts		8	4	10	7	6	10	10	13	8
Economics		3*	1	3		1				1
Elementary Education		38		21	1	20	1	14	1	23
English		26	1	16	1	18	1	8		7
French		4		1			1	2		1
German		3		3				1		
Spanish		5		1		1	1	3		3
History		9	3	11	5	11	2	10	3	7
Mathematics		8	2	4	2	6	4	5	5	4
Medical Technology							1		1	1
Music & Music Ed.		4		3		2		2	1	1
Nursing		7		4		6				1
Philosophy						2				
Political Science		5	4	6	2	2	2	4	4	
Religion		1				1		2		
Physical Education		3		2				7		5
Psychology		14	1	9		10	3	7	1	6
Sociology		13	2	8		6	6	4	4	11

Includes Business

PHYSICAL FACILITIES AND AUXILIARY ENTERPRISES

The Lindenwood Colleges occupy a 70-acre wooded campus in the heart of the City of St. Charles. The college owns an additional 82 acres of farmland adjacent to the campus.

The major instructional buildings on the campus range in age from 5 to 54 years and provide 2,500 teaching CHAPTER VI a potential student body of 1,300 full-time students. The chart which follows indicates the capacity of Lindenwood's academic plant, using varying class sizes and percent of time classrooms are used during an eight hour day - four days a week.

Four residence halls for women and two residence halls for men accommodate more than 250 students in single rooms. An additional 250 students could be accommodated by placing two students in each room.

Specialized facilities for broadcasting, theater, fine arts, music and sciences are equal in quality to those found in many colleges and universities larger than Lindenwood.

PROFILE OF PHYSICAL FACILITIES

Athletic facilities are limited and the possibility of developing a gymnasium-student center complex is currently being explored with potential donors.

Surplus residence hall space has been converted to alternative uses. Siccolia Hall serves as the learning center for the Department of Education with departmental offices and classrooms for the campus school. Cobbs Hall serves as a conference center for educational groups and other organizations throughout the year.

Wooded campus land located between the city water tower and the Zephyr station on State Highway 94 has been leased to the Commerce Bank of St. Charles for its central banking facility. All taxes, maintenance and operating expenses are borne by the bank and the full rental income is applied toward the operating budget of the colleges.

Studies are currently underway for the development of corporate research and conference facilities on the college farm. Other possible developments are being studied which would benefit the college community as well as provide rental income.

The college's physical plant is valued in excess of \$15,000,000 with a long term indebtedness of approximately \$1,100,000 at an interest rate of 11 per cent.

Lindenwood's campus is more than a static collection of buildings. It serves as a dynamic resource for the present and future needs and programs of the colleges.

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The Lindenwood Colleges

Building	(1) Standard Use of Class- rooms/ week Hrs./wk.	(2) Total No. of Class- rooms	Max. Use of Facil- ities (Hrs./wk.)	(3) Present Use of Facil- ities (Hrs./wk.)	% of Time Occupation	(4) Total No. of Student "Bodies" Attending Classes	(5) Total No. of Classes Conducted	Average Class Size Student "Bodies" No. of Classes	(6) Total No. of Student Stations	(7) Average Class Duration
Roemer	32 hrs.	21	672	312	46%	4,027	227	18	41	1.5
Young Sci.	32	17	544	93.5	17%	1,242	68	18.4	68	1.15
Memorial Arts	32	6	192	28	14%	233		10.5	32	1.2
Art Building	32	11	352	83	23.5%	610	43	14.2	38	2
Totals	32	55	1760	516.5	29%	6112	360	17	44	1.5

(1) Standard use of classroom space/week: Based on assumption of optimum utilization of 8hrs./day; 4 days / week.

(2) Building Inventory for the NCA report.

(3) (4) (5) (6) and (7) Space Utilization Study for the Nca report

TABLE II - ACADEMIC SPACE UTILIZATION AS A FUNCTION OF TIME OCCUPANCY AND CLASS SIZE

The Lindenwood Colleges

% of Time Occupancy	No. of Classes	Average Class Size									
		5	10	15	20	25	30	35	40	45	50
10% = 176 hrs.	117	585	1170	1755	2340	2925	3510	4095	4680	5265	
20% = 352 hrs.	234	1170	2340	3510	4680	5850	7020	8190	9360	10530	
29% = 511 hrs.	340	1700	3400	5100	6800						
30% = 528 hrs.	352	1760	3520	5280	7040	8800	10560	12320	14080	15840	
40% = 704 hrs.	469	2345	4690	7035	9380	11725	14070	16415	18760	21105	
50% = 880 hrs.	586	2930	5860	8790	11720	14650	17580	20510	23440	26370	
60% = 1056 hrs.	704	3520	7040	10560	14080	17600	21120	24640	28160	31680	
70% = 1232 hrs.	821	4105	8210	12315	16420	20525	24630	28735	32840	36945	
80% = 1408 hrs.	938	4690	9380	14070	18760	23450	28140	32830	37520	42210	
90% = 1584 hrs.	1056	5280	10560	15840	21120	26400	31680	36960	42240	47520	
100% = 1760 hrs.	1166	5830	11660	17490	23320	29150	34980	40810	45840	52470	

A- Possible variations of use keeping constant the present enrollment of students.

B For an approximate number of 1000 students

C- For an approximate enrollment of 1800 students

Assistant Librarian - MARGARET L. BUTLER LIBRARY

The primary purpose of the Butler Library is to provide the books and other materials necessary to carry out the teaching and learning experiences of the Colleges, to have them arranged in some definite order, and to furnish adequate housing for them. As new media become available, they should - and are - being - added to the library.

The original Butler Library - a T-shaped building, was modernized in 1968 to double the floor space and triple the book space to perhaps 120,000 volumes.

Collection

The collection as of January, 1975 numbers 1,971 microfilm reels, 1,579 microfiche, 2,098 records, and 75,629 volumes of printed materials. There is a backing of about 2,450 volumes composed of both purchases and gifts.

The record collection consists of music recordings rather than spoken recordings. The collection is of a reference nature and is being used exclusively for instructional purposes.

The library began functioning as a depository for United States government documents in the spring of 1973. Depository libraries can be selective in the kind and number of publications received, and we are in the program on a limited basis. For reasons of economy and comparative speed in getting the documents on the shelves, we have begun classifying documents in the Superintendent of Documents Classification System.

The library keeps only one newspaper permanently, the New York Times. We are acquiring it currently on microfilm and have tried to purchase at least one year of the back file with the corresponding index volume as often as possible. This year (1974-75) we purchased 1955. The library owns September, 1851 - December, 1855 and January, 1955 to date.

Equipment

- 2 Recordak microfilm readers
- 1 Recordak microfiche reader
- 4 electric typewriters
- 1 coin-operated copier
- 1 Royal 440 typewriter with SE-LIN labeller
- 1 Scanfax portable cassette tape recorder
- 1 Burroughs adding machine
- 1 3-M Reader-Printer
- 2 Wet tables with 2 record turntables and 1 reel-to-reel deck each

Staff

Librarian - Professional

Responsible for the administration of the library facilities to meet the instructional and research needs of the students and faculty of the College. This includes the planning, budgeting, and management of acquisitions, cataloging, circulation and reference, as well as the maintenance of the collection and supervision of the library personnel.

Assistant Librarian - Professional

Assists the librarian in the above planning and management duties and is in charge of the library facilities when the librarian is not in the building. Is responsible for the maintenance of the collection records, cataloging all materials newly added to the collection. She supervises the typing, filing and maintenance of the card catalog and shelf list. She teaches library science courses leading to state certification of school librarians as offered by the Education Department.

Sub-Professional

Supervises 16 student assistants in their library jobs. Processes all book orders, acts as bookkeeper, revises filing in the author/title catalog and files in the subject catalog. She also checks in government documents and handles all interlibrary loan transactions.

Clerk Typist

Typing - catalog cards, correspondence, book orders, bills, periodical and serial records. Filing - correspondence, bills, purchase orders, periodical and serial records. She prepares and processes binding shipments and writes all correspondence relating to periodical claims.

Concerns and Needs

1. Public Services

- a. Reference needs of the students and faculty need to be met more fully.
- b. The circulation/documents housekeeping functions require additional personnel (stack supervision - shelving, shifting and inventory control).

2. Collection Development

- a. The book collection needs to be weeded and updated.
- b. In the record collection many recordings used for class assignments need to be replaced.
- c. The library needs to build a collection of spoken recordings and tapes and a circulating collection of the more popular music recordings.
- d. Only 20% of the periodical titles currently acquired by the library are being adequately preserved by binding or subscribed to on microfilm.
- e. Budget for acquisitions, especially for books, needs to be substantially enlarged.

3. Technical Services

The efficiency and quality of acquisition and cataloging processes should be strengthened.

Future Plans

1. Public Services

- a. Provide additional staff as follows: one professional librarian to assist in cataloging the new MBA materials, and to provide reference assistance and guidance through standard reference procedures and class lectures on library skills and subject bibliography.
- b. Two non-professional supervisory personnel (to be funded to January, 1975 by the Public Service Employment Funds Title VI). These funds were requested on March 19, 1975. These employees will supervise and be responsible for circulation/documents housekeeping functions. One of these positions should continue full-time on a permanent basis with funding by the College after the federal funds are exhausted.

2. Collection Development

- a. Check the library holdings against several standard collection guides and bibliographies, i.e., OPENING DAY COLLECTION, BOOKS FOR COLLEGE LIBRARIES, ESSAY AND GENERAL LITERATURE INDEX and READER'S ADVISOR to aid in identifying needs. Begin systematically weeding the collection with input from the faculty of each division.
- b. Give serious consideration to the purchase of the Britannica microfiche library of "American Civilization".
- c. Survey library periodical needs for binding or subscribing on microfilm keeping in mind published use studies, local interlibrary loan and periodical banks such as Park College and ACM.
- d. Library needs and concerns as identified above are one of the areas in which the college is actively seeking grant and gift funding.

3. Technical Services

The library within the next couple of years must take advantage of one of the opportunities opening in this area to join the OCLC network or the proposed expanded Library Services Center operated by the State Library. These automated means of cataloging and processing library materials can act as an efficient, economical arm of the staff providing the library with quality cataloging and/or processing.

JUSTIFICATION FOR CHANGE

colleges and universities change in response to two sets of stimuli--the needs of those they serve or seek to serve and their own internal needs. The proposals that the Lindenwood Colleges present in this Self-Study have grown from those sources.

It has been obvious for years that the traditional patterns and timing of higher education were changing. **CHAPTER VII** Educated have discovered a need for educational work throughout their lives. Those who never attended colleges feel the need in later years to obtain training or enrichment or both. Higher education is being seen increasingly as a life-long process, in which the student might enter and leave the college a number of times.

The Lindenwood Colleges have been aware of this trend for years, and we have responded to it already in two very significant ways--with the Continuing Education program, and **SPECIFIC PROGRAM PROPOSALS FOR CHANGE** Both of these have had dividends for students and the Colleges through the years. The two specific program proposals presented here--the Master of Business Administration and the College for Individualized Instruction--are further responses. The scope of the undergraduate program in business points an obvious need for further training in business, particularly for those people, already active in business, who need business skills for advancement. The College for Individualized Instruction will allow the Colleges to reach an entirely different clientele, those for whom the residency and time requirements of the traditional college are impractical or impossible.

In the same way, the two other areas which the Colleges are as yet just exploring--master's degrees in education and the Community College proposal--come in response to expressed needs from the area around us. With the curtailment of many school system enrollments, the focus of teacher training must be on upgrading skills for those who are already active. The impetus for a community college program originated in the community, has generated considerable business support, and the Lindenwood Colleges are cooperating, along with other institutions, to explore ways in which these needs might be met.

The other dimension to the dynamic of change is internal. The Lindenwood Colleges, in company with most private and many public institutions, have been hard pressed by rising costs in recent years. The bill for private education is frequently beyond the means of the students and their parents. Therefore, the Colleges must find new support. While this must be done, in part, by gifts, this cannot be the whole of the support needed. Programs such as those proposed can be a valuable help in meeting this requirement. At the same time, faculty who are underutilized in some aspects of the existing program can devote time to new areas and new kinds of students. In a very real sense, the internal needs of the institution and the demands of potential students for different programs complement one another. As the only four-year college in one of the fastest growing counties in the United States, a county on the growing edge of the St. Louis metropolitan area, Lindenwood has to change to meet its own needs and those of the area which it serves.

MASTER OF JUSTIFICATION FOR CHANGE

Colleges and universities change in response to two sets of stimuli--the needs of those they serve or seek to serve and their own internal needs. The proposals that the Lindenwood Colleges present in this Self-Study have grown from those sources.

It has been obvious for years that the traditional patterns and timing of higher education were changing. College graduates have discovered a need for additional work throughout their lives. Those who never attended colleges feel the need in later years to obtain training or enrichment or both. Higher education is being seen increasingly as a life-long process, in which the student might enter and leave the college a number of times.

The Lindenwood Colleges have been aware of this trend for years, and we have responded to it already in two very significant ways--with the Continuing Education program, and with the Lindenwood Evening College. Both of these have paid dividends for students and the Colleges through the years. The two specific program proposals presented here--the Master of Business Administration and the College for Individualized Instruction--are further responses. The success of the undergraduate program in business points an obvious need for further training in business, particularly for those people, already active in business, who need business skills for advancement. The College for Individualized Instruction will allow the Colleges to reach an entirely different clientele, those for whom the residency and time requirements of the traditional college are inappropriate or impossible.

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Ph.D. - Management Science (Qualitative) 1

Fall 1977 proposed additions:

Ph.D. - Management Science (Qualitative) 1

Ph.D. - Finance or Marketing 1

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Purpose of program.

The stated academic objective is to provide distinctly professional graduate education for business administration.

Relation to the institution as a whole.

The total institution will benefit in that it will be in a position to:

- broaden the institution's service by responding to demonstrated community needs.
- increase interest in disciplines other than business, primarily Economics.
- attract the interest and resources necessary to upgrade undergraduate business programs to AACSB standards.
- attract and retain highly-qualified regular and adjunct business faculty.
- provide continued educational opportunities for present student body.
- generate interest and resources necessary to upgrade the library holdings and increase full-time professional librarian staff.
- fill a deficiency cited in St. Charles County master plans, thereby assisting continued regional development and growth.
- increase institutional visibility to attract a larger total undergraduate student body.
- support major grant proposals required to renovate under-utilized buildings.
- generate new net revenues.
- maximize use of existing physical facilities.

Clientele to be served includes:

- graduating students in liberal arts fields who elect to pursue an MBA degree.
- college graduates in non-business fields working in the metropolitan area who seek a graduate business degree for placement or advancement.
- employees/executive of business firms in the metropolitan area who seek to upgrade their management knowledge and skills
- business firms desiring assistance with internal business systems or problems.

Faculty available and projected

(Projected additions are based upon moderate growth rates. Should interest/participation exceed present estimates, faculty acquisitions would be accelerated to meet the needs.)

Present full-time faculty:

Ph.D., C.P.A. - Accounting/Finance	1
M.S. (Doctoral candidate) - Computer Science	1
M.A. - Business Education	1
M.B.A. - (Full-time Evening) - Marketing	1

Fall 1975 proposed additions:

Ph.D., C.P.A. - Accounting/Finance	1
Ph.D. - Management Science (Qualitative)	1

Fall 1977 proposed additions:

Ph.D. - Management Science (Quantitative)	1
Ph.D. - Finance or Marketing	1

(N.B. To the extent permitted by A.A.C.S.B. standards-75% of faculty must be regular, full-time members - above staff will be augmented as needed by qualified part-time/adjunct faculty.)

Library resources appropriate for graduate business programs will be added. Reading lists for the MBA programs of the major, local universities have been obtained, selections needed have been earmarked, and the cost of acquisition has been determined. One additional full-time professional librarian will be added to specialize as a resource and reference librarian in business.

Physical plant needs (i.e., classrooms and office/staff needs) are considered adequate through 1975-76 and, dependent upon enrollment projections into 1976-77. After 1976-77 additional classroom and staff-support space will be needed. Present facilities have been considered to identify appropriate space for renovation, and the addition of a remote computer terminal (in connection with the present on-campus Computer Center) has been planned.

Indications of financial support available are positive. A projection of revenues and costs for the five-year period beginning with F.Y. 1975-76 is included as Atch. 3. It should be noted that, since the MBA programs will be phased-in gradually, the cost projections also encompass upgrading of the undergraduate business programs by use of excess classload times of faculty added for the MBA program.

Ac-500	Concepts of Accounting
Ec-501	Economic Analysis
Fa-502	Concepts of Finance
Mk-503	Marketing Concepts
Mgt-504	The Legal Environment of Business
Org-505	Organizational Concepts
Qnt-506	Quantitative Methods
Ec-507	Managerial Economics

Upon completion of the courses above, a student will be eligible to pursue specialization and general studies.

II. Specialization

Most typically a student will be required to complete at least four courses in one area of specialization. These courses, to be offered beginning in September 1976, will be open only to graduate students, and will be specifically designed to meet the individual and group needs of students who have completed the Common Body required courses.

Illustrative course titles in an area of specialization:

Case Studies in Management
Executive Decision Making
Management Information Systems
Operations Management

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Beginning in September 1975 The Lindenwood Evening College proposes to offer a program of graduate study leading to the Master of Business Administration degree. The program will be open to qualified men and women who wish to prepare for and/or seek significant advancement in professional business and administrative careers. The courses of study will be available in the evening to serve the needs of a student body already engaged in business and industry.

The M.B.A. Program is designed to achieve the two-fold objective of providing basic study in the common body of knowledge in business for those whose undergraduate preparation was primarily in other disciplines and fields and, upon that foundation, preparing the graduate for a professional career and advancement in administration. The 16-course program will therefore encompass the basic disciplines necessary for anyone pursuing a career in business, preparation in an area of specialization (i.e., accountancy, marketing, finance, etc.), and studies broad in nature aimed at general competence for overall management.

I. The Common Body of Knowledge (8 courses):

Ac-500	Concepts of Accounting
Ec-501	Economic Analysis
Fn-502	Concepts of Finance
Mk-503	Marketing Concepts
Mgt-504	The Legal Environment of Business
Mgt-505	Organizational Concepts
Mgt-506	Quantitative Methods
Ec-507	Managerial Economics

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Illustrative course titles in an area of specialization:

Case Studies in Management
Executive Decision Making
Management Information Systems
Operations Management

III. General Studies

The capstones of the MBA program will be those courses and seminars designed to round out and enrich the student's knowledge of modern business in a contemporary society.

The case method, using advanced management materials, will be employed, and inter-disciplinary courses and seminars will be offered as electives. Typically a student will be expected to complete at least four courses or seminars during this final phase of study; these offerings will be available beginning with the Spring term, 1977.

Illustrative course and seminar titles in general studies:

- Seminar in Business & Society
- Marketing, Society, & Conflict
- Private Management & Public Policy
- Comparative Management
- Seminar in Corporate Relations

IV. Final Evaluation

All MBA candidates will be required, during their final term of study, to pass a comprehensive examination designed to test the student's ability to integrate his knowledge and experience and to apply what he has learned to major business problems and issues.

V. General Provisions

1. Admission to the MBA Program will require a baccalaureate degree from a regionally accredited college or university. Applicants will be required to take the Admission Test for Graduate Study in Business (ATGSB). New students will be admitted at the beginning of both Fall and Spring terms.
2. Transfer credit for graduate study at another institution will be limited to two courses (i.e., 6-8 semester hours).
3. Courses in the MBA Program will meet once per week, primarily from 7:00 to 9:30 p.m. During the concentrated 8-week Summer Session each course will require two sessions per week.
4. To remain in good standing, an average grade of "B" is required. Students must be aware that an MBA degree represents high achievement in a challenging field, not merely accumulation of courses.

VI. Description of Courses (not more than three will be offered in the Fall 1975 term)

Ac-500 CONCEPTS OF ACCOUNT. For MBA students only.

A concentrated study of generally accepted accounting principles and concepts and their influence upon the preparation, analysis, and use of financial statements and reports. The role of the "language of business" as an instrument for measurement and control will be introduced.

- Ec-501 **ECONOMIC ANALYSIS.** For M.B.A. students only.
A concentrated introduction to macro- and micro-economic theories and tools of analysis. National income, business fluctuations and cycles, monetary and fiscal policies, and similar topics will be examined at the macro-level. Price determination, income distribution, and resource allocation will be the micro topics. Current problems will be used to apply analytical tools.
- Fn-502 **CONCEPTS OF FINANCE.** For M.B.A. students only.
A study of the principles of finance and financial management, and their application to typical financial problems of business enterprise. Managerial functions of finance will be stressed with emphasis on financial analysis, working capital management, capital budgeting, long-term financing, and dividend policy.
- Mk-503 **MARKETING CONCEPTS.**
A study of the fundamental principles and the total system of activities designed to plan, price, promote, and distribute goods and services to the consumer and the industrial market. Emphasis is placed on executive decision making in a dynamic environment.
- Mgt-504 **LEGAL ENVIRONMENT OF BUSINESS.** For M.B.A. students only.
An introduction to the sources and philosophy of law, legal processes, and legal institutions. Particular emphasis will be placed on the historical derivation of business laws, present attitudes toward those laws, and future trends in business law. The areas of taxation, commerce regulation, contract law, anti-trust legislation, and labor-related legislation will also be examined.
- Mgt-505 **ORGANIZATIONAL CONCEPTS.**
This course will help the student understand the theory, research, and applications that provide the cornerstones for the study of managing within organizations. The functions of management, human behavioral studies, leadership styles, and modern organizational concepts will receive particular attention.
- Mgt-506 **QUANTITATIVE METHODS IN BUSINESS I.**
An introduction to probability theory, statistical inference, decision theory, inventory models, linear programming, time series analysis, regression and correlation, and variance analysis.
- Ec-507 **MANAGERIAL ECONOMICS.** Prerequisite: Ec-501
Intensive analysis of economic problems, both macro and micro, as they impact upon managerial decisions and policies. Selected local, regional, national, and international problems will be examined.

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A. INTRODUCTION

On November 26, 1974 the Board of Control approved in principle the creation of The Lindenwood College for Individualized Education (LC IV). This new addition to the Colleges would be devoted to providing undergraduate and graduate education to men and women through individualized study programs.

Rather than offering classes, it would create communities of learning in which independent study combining cognitive and experiential learning could best thrive.

Following the decision of the Board of Control, President Spencer authorized the creation of a committee to draw up the specifications for the new College. The Committee, chaired by Professor Boyd Morros, was open to all Lindenwood faculty, and staff members and students. Among the participants on the Committee were Professors Joy Ebest, James Evans, John Bartholomew, Linda Nelson, Louis Florimonte, Mary Lichliter, Thomas Smith, Ed Balog, Steve Rukavina, Jim Feely, and Dorothy Spellman. The Committee was also aided by Dr. Craig Eisendrath, Consultant to the Colleges, and Professor Melvin Suid, of the Goddard College Graduate Program.

It is the hope of all contributors that this report describes a model for an innovative college which will break new ground in American higher education. Although it is based on the experience of other colleges with what has been called external degree, it provides for an intensity of involvement in a community of learning not found in such programs. It is anticipated, for example, that even though on individualized study programs, students will be in contact with faculty and other students for approximately two-thirds the number of hours that full-time students on campus are in classes. The model also specifies elements of quality control and means for articulation with other parts of the institution which are equally unique. The aim is to insure integration of the college into the Lindenwood system of instruction and its values.

The College for Individualized Education will make possible high level innovative education for students not served by conventional programs. At the same time, by taking advantage of its extremely low direct overhead cost, it will bring into Lindenwood funds useful in helping to meet the Colleges' operating deficit. The venture is thus an exciting one, both for its value to students and for its contribution to the institution.

B. THE OBJECTIVES OF THE LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION (LC IV)

LC IV, planned for initiation in September 1975, or before, will be open to men and women who can demonstrate the maturity and dedication necessary to design and carry out independent study within a community of learners. Successful completion of the program of study will result in the awarding of a baccalaureate degree. Once authorization is granted, the College will also be able to offer a Master of Arts degree.

LC IV's central mission will be to help students become self initiating and self directing learners who possess extensive knowledge in their major areas of study. Another major educational goal will be to assist students in developing their own learning styles and orientations.

Thus, the College will help students develop their own specific goals and objectives, design their own learning activities, and devise their own methods of evaluation. It will help students examine relationships between different areas of study and their social implications. It will provide a program that will enable students to integrate theory and action in their learning processes, and to develop skills applicable to their everyday involvements.

In addition to a center on the Lindenwood campus, the College may establish centers in other cities. The model proposed here is capable of such replication. Positions and procedures described herein therefore apply both to the campus and other off-campus centers.

C. THE STUDENTS

LC IV is likely to attract students in three categories. The first is comprised of persons whose situation precludes their attending classes, or who feel that regular classes no longer provide for them an adequate means for learning. The second is comprised of people who wish to relate practice and theory in a way that can only partially be realized in a conventional academic setting. Such people are frequently already engaged in a particular career, or preparing for a particular career. The third category consists of people with non-conventional interests for which organized courses of instruction are currently not available, including such studies as art or music therapy, design and operation of alternative schools, or specialized studies of community organization. In each case the student must have a strong sense of purpose and self-direction.

Typically students will be over 25, and will already have achieved through previous college work or critical life experience a foundation for learning and career which will make them good students in a college for independent study. They will also live within sufficient proximity to a center of LC IV that they can participate in the collegial features of the program.

D. THE ACADEMIC YEAR, DEGREES, AND CREDITS

The length of the academic unit in LC IV will be the trimester (four months). Three consecutive trimesters will make up a calendar year as well as an academic year. In each trimester every student will earn three course credits; therefore one year of work will provide nine course credits, and four years of work will provide 36 course credits. A student is eligible at any time to take a trimester off without charge; a leave of more than one trimester will require approval by the student's Faculty Administrator.

A student accepted into the Program with little or no transfer credit will complete a total of 12 trimesters or 36 Lindenwood course credits. The bacca-

laureate degrees available to students in LC IV will be those available to resident students of The Lindenwood Colleges, i.e., B.S., B.A., B.F.A., etc.

Students in the Master's Degree Program will work full-time on a unified body of work to be completed in no less than a calendar year. Students completing the program will receive the M.A. with whatever accompanying title accurately describes their work. Such students will also be entitled to recognition for having completed the equivalent of 30 semester hours of graduate study to be offered for transfer to other graduate programs.

In both programs students must maintain a pace of work which corresponds with the number of academic credits normally assigned. In this sense, neither the undergraduate nor graduate programs will enroll part-time students.

Students in LC IV will be accorded the status of other full-time students in The Lindenwood Colleges. They will have access to all the resources of the Colleges, and will be eligible to participate in all extra-curricular events. Each student will also possess a Lindenwood I.D. card. Students will be eligible to take courses given in either the day or evening Colleges, with the limitation that no more than one course may be taken during any one academic term. Students studying at a center other than on the Lindenwood campus will of course not be able to take advantage of these privileges.

E. PROGRAM ADMINISTRATION

Administrative responsibility for the program will be vested in faculty members designated Faculty Administrators (FA). Each FA will also have personal responsibility for up to thirty students.

As a center expands, an FA will be added for every anticipated increment of thirty students (see section below). Responsibility for the administration of the overall program in a Center will be shared among the FA's, with chief responsibility vested in one particular FA, who will be designated Program

Director. As such time as the Lindenwood College for Individualized Education achieves a size comparable to that of the other Colleges it will be administered by a Dean, selected according to procedures already established.

The initial person working with each student in the College will be a Faculty Administrator. He will serve students as an advisor, mentor, academic and career counselor and resource facilitator. He will match students with a Faculty Sponsor (see below) and facilitate interaction with Resource Persons (see below) and fellow students. The FA's will design and arrange for regularly scheduled meetings, workshops and colloquia. The FA will give final approval to a student's program overview, study plans and completed trimester projects. FA's will also at the appropriate time recommend the student to the faculty of the Colleges for award of a degree.

F. FACULTY SPONSORS

Faculty Sponsors assigned to students are persons who have expertise in the humanities, social sciences, human services and education. (As the size of a center increases, a greater variety of Faculty Sponsors will be possible.) Faculty Sponsors will be persons primarily responsible for the substantive work with students. Such adjunct faculty will be selected by the Director and will receive a contract for services with the College. They will be responsible for helping the student develop study plans, for assessing the student's work, and for recommending the award of Lindenwood course credits. At the Lindenwood center, Faculty Sponsors will often be regular members of The Lindenwood Colleges faculty.

Faculty Sponsors will work with students through a regular schedule of meetings and community activities, and will be available throughout their studies for one-to-one interaction. Once the trimester is underway, Faculty Sponsors will assist students in preparing and revising their study plans; raise questions to stimulate student growth and learning; suggest resources

including readings, areas of community involvement, contact with other resource people, etc.; help the student to document his accomplishments; assist students with communication skills; aid them in arranging for placements and field experiences; they will critique the student's work.

Each Faculty Sponsor will work with no more than 10 students. At the graduate level, Faculty Sponsors will work generally on a one-to-one basis, although several students may choose to work with a particular Faculty Sponsor.

G. RESOURCE PERSONS

Resource Persons will work with students to augment the expertise of the regular Faculty Sponsor. Generally Resource Persons will not be paid unless some special provisions in the student's program make payment possible.

Resource Persons will generally be practitioners or experts in the Colleges or in the community (e.g. employers or supervisors) who can serve a particular student's needs. They will not be responsible for assessing or approving the student's academic program, but will be asked to assess the quality of the student's performance which they have directly observed. If a Resource Person is invited by a Director to assume responsibility for an entire trimester or series of trimesters for a number of students, such a Resource Person will be appointed as a Faculty Sponsor.

Career Councils will be created and will be composed of persons in various careers who can offer students advice on academic projects and resources, or provide career counseling and the opportunity for practica and internships, and possibly positions after graduation. Once developed, the Career Councils will provide a major resource to the Program. Such Councils in the St. Louis area could serve not only LC IV students, but students in the other Colleges.

H. SPECIAL CONSIDERATIONS FOR THE GRADUATE PROGRAM

At the graduate level, a faculty system similar to the above will prevail, with this exception: graduate students will be able to nominate particular Faculty Sponsors, subject to approval by the Director. It is anticipated that graduate students may wish to exercise such an individual choice because of the more specialized nature of their programs. Nevertheless, in many cases, a particular Faculty Sponsor may work with several students. Or, as needed, a student may choose to work with several Faculty Sponsors. Thus, while undergraduate students will be admitted in groups at specified times, graduate students may be admitted individually at any time.

I. THE ADMISSIONS PROCESS

1. Pre-admissions

Each student will be required to apply for admission to The Lindenwood College for Individualized Education, and to pay an application fee of \$25. Counseling, including advice on how to complete the application and full information on available programs, will be provided by a Faculty Administrator.

Applicants to LC IV must have earned a high school diploma or a certificate of equivalency. Evidence of high school equivalency, if the applicant has no college credits, and official college transcripts, if he or she claims college credits, must be furnished to the Faculty Administrator before a student can be officially admitted.

The candidate for admission must submit letters of recommendation from persons acquainted with his achievements and potential, and a personal statement which describes his past and present experience and his future goals as related to his intended academic program. He will be helped by the FA to develop an outline of his intended program, called a Program Overview.

The Program Overview must be sufficiently specific to provide evidence that the applicant has thought through his academic needs and interests, that he has taken into account such matters as the areas of study to be covered, practical experience that will be required, needed resources, skills already possessed and those to be developed, the organization of time during which the program will be undertaken, ways by which learning can be evidenced, and modes of evaluation deemed relevant by the Faculty.

LC IV thus asks the student to undergo a process of self-examination as a necessary step in admission, and as a critical step toward his or her success as an independent learner. The admissions process is thus designed to foster self-selection. The final decision to admit an applicant of course rests with the FA. In the review of documentation, interviewing, and in the decision concerning admission, he may be assisted by other faculty members and students.

2. The Award of Initial Credits

LC IV assumes that experiential learning may be equal to academic learning, and may be given equal recognition in a student's program of studies. This recognition takes two forms: a student may receive credit for previous work or skills gained in either an academic or non-academic setting; and a student can learn in the interaction between study and practice.

3. Accordingly, LC IV will use the following criteria for awarding initial academic credits:

- a. A minimum of three trimesters in the Lindenwood program will be required to complete an undergraduate program;
- b. A maximum of three years' credit or 27 Lindenwood credits may be allowed for a combination of previous academic credits, critical life experiences and successful completion of the CLEP (College Level Examination Program) general tests;

c. A maximum of two years' credit or 18 Lindenwood credits may be allowed for a combination of critical life experiences and successful completion of the CLEP tests.

Five Lindenwood course credits will be allowed if the student's score on general CLEP tests is at or above the median for college sophomores. Up to four additional credits can be earned through the successful completion of CLEP subject matter tests in fields deemed relevant by the Faculty Administrator to the student's program.

Credit for critical life experiences will require elaborate documentation describing the experiences in detail. This documentation must show the relationship of the experiences to critical or abstract modes of thought, to other academic fields, and must indicate the relevance of these experiences to the program outlined in the student's program overview. Critical life experiences, where possible, must be verified by experts who directly observed the student during the experiences. These experts may be employers or supervisors. Such documentation will not only provide the student with credits, but will be in itself a learning tool.

Thus a maximum of nine Lindenwood credits may be allowed for CLEP. Documentation of critical life experience for credit beyond the maximum allowed for CLEP must show a level of work comparable to sophomore or above quality.

3. The Program Overview

Once the student has determined the number of trimesters needed to complete his/her program of study, a meeting will be arranged during which a final agreement on the Program Overview will be reached between the student and his FA. The Overview thus becomes a contract between the student and the College. Although subject to revision, it should serve as a guide for the writing of future study plans and for coordination of

a student's entire program. Should changes of a substantive nature be desired or needed, a student must submit them to his Faculty Administrator for final approval.

The Program Overview must reflect the understanding that The Lindenwood College for Individualized Education is a liberal arts college. Accordingly, Program Overviews must stress breadth and depth of knowledge, and the development of communication skills such as reading, writing, and speaking.

4. Special Considerations for the Graduate Program

1. All applications to the Graduate Program will be screened by an Admissions Committee of three faculty members at the Lindenwood campus. If an application is not approved by the Committee, the nature of the difficulty will be communicated in writing to the center from which the student is applying. If the difficulty cannot be removed, the student must be rejected. If an application is given preliminary approval by the Committee, it will then be the responsibility of the Faculty Administrator of his center to accept or reject him according to guidelines outlined above.

The Program Overview prepared by the student with the assistance of faculty will be the guide for the student's entire program of studies; its importance cannot be over-estimated.

The length of the student's program, consistent with the foregoing guidelines, will be determined by the student's approved Program Overview. That is, the student must be enrolled for the number of trimesters needed to complete the work designated in the Program Overview and approved by the faculty. The Program Overview must insure that the student achieves competence in his or her chosen field of study commensurate with graduate study.

2. The Overview should contain a bibliography directly related to the study program, a description of the practica or other field experiences to be undertaken, if such is an integral part of the program, and, in any case, prescriptions for a final product which demonstrates the student's comprehension of his chosen field. The final product should reflect the student's individuality and creativity and at the same time demonstrate the high standards appropriate for graduate work.

J. THE UNDERGRADUATE TRIMESTER

1. The Undergraduate Study Plan

The work to be undertaken for each trimester will be outlined in a study plan to be prepared in written form by the student in a two and one-half day workshop at the beginning of the term (see below). The Study Plan should reflect the learning style, background, aspirations, and needs of the individual student; it should fit also into the student's larger conception of his work as specified in the Program Overview.

Typically, the Study Plan will contain the following:

- a. The focus of the study to be undertaken;
- b. A prospectus, including a preliminary bibliography and a statement of intent to submit updated bibliographies as the work progresses, journals, papers, reports, case studies, etc., that will derive from the work or study experience;
- c. An outline of a proposed final paper or papers, or final project;
- d. A description of the requirements for certification in a particular area, if sought, and steps being taken to meet such requirements;
- e. A discussion of criteria to be used in evaluating the student's work.

2. The Portfolio

Throughout his course of study, a student is expected to maintain a portfolio containing the Project Overview, Study Plans, papers, works of art, video tapes, films, photographs, self-evaluations, journal selections, evaluations by members of the learning community and others, and any other information which is representative of the student's learning experiences and activities.

Portfolio contents provide a focus for interaction between the student, faculty, the student's individual committee (see below), and the learning community. The portfolio also provides concrete evidence for the student and his advisors of his progress during the program of study. Students will be encouraged to keep journals as part of their portfolios. In these journals students will make comments and reflect on their learning processes and on their successes and failures in meeting their educational goals.

3. Program Procedures

When the steps of application as outlined in the preceding section are completed, the student will be accepted into the program; he enrolls by paying a minimum of the first trimester tuition of \$750. At that time the student is assigned by the FA to a Faculty Sponsor and is scheduled for a weekend residency workshop.

Each student will be counseled during the trimester by a committee which includes an FA, a Faculty Sponsor, other students, and possibly Resource Persons. However, primary responsibility for developing a Program Overview and designing a Study Plan (if an undergraduate) rests with the individual student. The committee will be available to provide guidance, assistance, and feedback.

a. At the weekend residency workshop, schedules for the first weekend of the month of enrollment, committees will be formed and first trimester study plans will be designed and submitted for approval. A proposed schedule for the workshop illustrates how the learning community will assist the student in the pursuit of individualized study.

1) On Friday evening, students will present their study interests to others and begin to formulate plans for the trimester based on the previous intensive interviews with the FA, Faculty Sponsor and Resource Persons.

2) On Saturday morning there will be convened a workshop on documentation and on various modes of learning. Students will meet with their Faculty Sponsors to begin the design of study plans.

3) During the rest of that day the student will continue work on the study plan. FA's, Faculty Sponsors and Resource Persons will be available for consultation.

4) On Sunday morning, each student will meet with his committee to present his study plan for comment and refinement.

5) During the afternoon individual students and their Faculty Sponsors will present study plans will be expected within two weeks.

b. In addition to the weekend residency workshop, students will meet one evening a week throughout the trimester with their Faculty Sponsor. Typically at these meetings, two or three of the ten students working as a group with a particular Sponsor will describe their work in progress for comment by other members of the group.

visualized in the following schedule:

c. Once a month, the entire learning community will participate in

an all-day topical colloquium. The purpose of these colloquia

will be to insure the breadth and depth of learning sought in a

liberal arts program. They will provide a variety of viewpoints

and influences, and an introduction to new fields. They may also

provide an occasion to discuss and resolve matters of common

concern to the Program. Finally, they may be forums to focus

on problems in the outside community and on opportunities open to

students and graduates to be of service.

d. A student or any member of his committee may request up to one

committee meeting a month. At these meetings, students will be

given special assistance in evaluating their progress toward

completion of their study plans.

e. Once a year the entire community will participate in an annual

week-long colloquium. This will be an occasion for students from

other centers to join together for a week of seminars, lectures,

workshops, presentations and special events.

f. The trimester will end with the beginning of the next weekend

residency workshop. Orientation functions scheduled during the

first workshop for new students will be replaced in the second

and succeeding workshops by time for students to present term

projects and to offer other documentation for final approval by

their Faculty Administrator. Following this approval a student

will begin designing a study plan for the coming trimester.

Although LC IV will be concerned with individualized study, it will

provide frequent periods of contact between a student, faculty members,

other students, and resource persons. The extent of this contact can be

visualized in the following schedule:

TRIMESTER EVALUATIONS

Student:	First Month frequency (days)	Second	Third	Fourth
Participates in weekend workshop	1 (2½)			
Meets Weekly with Faculty Sponsor (½day each session)	3 (3/4)	4 (1)	5 (1½)	4 (1)
Meets Monthly with Committee		1 (½)	1 (½)	1 (½)
Participates in one-day seminar		1 (1)	1 (1)	1 (1)
Consults with FA (aver. 1/8 week)	3 (3/8)	4 (½)	5 (5/8)	4 (½)
Monthly Totals	7 (3-5/8)	10 (2-3/4)	12 (3-1/8)	10 (2-3/4)
Trimester totals:	39 contacts	(12½days)		
Annual Totals, including five-day annual colloquium:	122 contacts	(41-3/4 days)		

The totals, of course, do not reflect time students will spend in practica or internships including the supervision received in these contexts; nor how these experiences will be integrated into their total programs.

Graduate students in LC IV will participate in the one-day topical seminars and in the annual colloquium. There may also be occasions when graduate and undergraduate students share the same Faculty Sponsor. The fact that both categories of students will be older than typical undergraduates and will usually have had considerable work experience will tend to minimize differences between them. In general, the College will seek ways in which they can interact, and attempt to utilize the skills of all participants for the benefit of the entire learning community.

K. TRIMESTER EVALUATIONS

Close consultation throughout the trimester by the student with his Faculty Sponsor and with other members of the learning community, including the FA, will ensure that the student will know if his work is unsatisfactory, and that he will have time to improve it before the end of the term.

The student will be responsible for documenting his work, submitting it for final approval by the FA. Documentation and final products will also be accompanied by the student's evaluation of the Faculty Sponsor, and evaluation of the program during that trimester. The record will also include evaluations by the student's Faculty Sponsors and Resource Persons. Positive evaluation by the Faculty Sponsor is a necessary condition for final approval for credit, although in rare instances a negative evaluation may be reversed by the FA in consultation with the Academic Standards Committee if, in their judgment, they believe the evaluation is unfair or is outweighed by other evaluations.

The format for evaluations will be provided in detail to each student. In general, however, a positive evaluation will occur when the student has completed his or her study plan. If a student's work is unsatisfactory or incomplete, credit will not be granted. If it is apparent that a student is unwilling or unable to do quality work, he may be asked to withdraw from the program.

The student's description of work completed during the trimester, and all evaluations, will form part of the student's ongoing narrative transcript and his permanent record.

L. GRADUATION

1. Requirements

To be eligible for a Bachelor's degree, the student must have:
a. Been recommended for the degree by his or her Faculty Sponsor, and received the approval of the faculty of The Lindswood College.

- a. Received at least 36 credits satisfying all requirements for the graduate degree sought.
- b. Demonstrated a working knowledge of the English language in oral and written forms characteristic of a graduating senior in an undergraduate college of liberal arts.
- c. Documented a depth of knowledge in the student's chosen field of study, both in theory and practice.
- d. Exhibited an understanding of the inter-relation of his field of study to other fields.
- e. Completed a culminating project in the primary field of study which demonstrates the student's ability to integrate theory and practice, breadth and depth of study, and the skills to implement his or her objectives for enrolling in LC IV.
- f. Submitted a narrative description and critical evaluation of his or her work, and evaluations of program structure and instructional personnel with whom the student has worked.
- g. Successfully completed the minimum number of trimesters required of the student at time of admission.
- h. Have been recommended for the degree by his Faculty Sponsor and Faculty Administrator and received the approval of the faculty of The Lindenwood Colleges.

To be eligible for the Master of Arts degree, the student must have:

- a. Met the requirements at The Master of Arts level specified under b-f above.
- b. Completed a minimum of one calendar year's study or the number of trimesters required of the student at the time of admission.
- c. Been recommended for the degree by his or her Faculty Sponsor, and received the approval of the faculty of The Lindenwood Colleges.

Graduation will require that a student at either the undergraduate and graduate level complete his or her plans as contained in an updated and approved program overview. Therefore, the student must complete what he set out to do. This is the essence of individualized study, and a basic operating principle of the College.

2. Procedures

As indicated above, every student must complete a culminating project (the product) that effectively synthesizes his or her previous study. This project must be written although it may include other means of communication, e.g., tapes, films, slides, paintings. The project may encompass the entire senior year of study or only the final trimester; this determination will be made by the student, the Faculty Sponsor, and the Faculty Administrator.

The student will in addition be required to make an oral presentation of the final product. Usually it will be suggested that the presentation be made before final completion of the project so that the student will be able to test out his or her ideas on a critical audience before committing them to final form. This presentation will be open to the LC IV learning community and to anyone else the student may wish to invite.

When the final product is approved and all evaluations and other documents have been submitted, the Faculty Administrator who has been working with the student will submit his recommendations to the Academic Standards Committee for approval. This committee should include a minimum of three faculty members and at least one faculty member not directly connected with the center where the student has been enrolled. For example, at The Lindenwood campus center two FA's of the center and either an FA from another center or from one of the other Lindenwood Colleges.

.. This Academic Standards Committee will normally operate by consensus, although votes can be taken if a consensus cannot be reached. When the committee acts affirmatively, a recommendation for granting a degree is forwarded to The Lindenwood Colleges faculty for final approval. If the committee does not grant approval for graduation, the student will be advised of the nature of his or her deficiencies and will be given a designated time to meet these deficiencies without additional charge. It will be the responsibility of the Faculty Administrator concerned to ensure that the student is clearly informed about the quality of his or her work so that such disapprovals will be rare.

3. Records

As described above, each student will be required to maintain a narrative transcript throughout the program of study. At the end of each trimester, the Faculty Sponsor and Faculty Administrator will each review and validate the narrative. Attached to each record will be an evaluation of the student's work.

Upon completion of the full program of studies, the entire record will be reviewed by the Faculty Administrator for accuracy and completeness before he recommends the student for graduation. After graduation, the record will be forwarded to the Registrar's Office for permanent storage. An official transcript in narrative form will be prepared by FA's with assistance from the Registrar to serve as the student's official record. This record will serve as basis for communication with employers, graduate schools and others as designated by the student. A copy of the student's culminating project will also be kept on file by the Colleges; in the case of graduate projects, a microfilm record will be prepared for interchange with other educational centers.

M. GOVERNANCE AND EVALUATION OF THE CENTERS

General academic and administrative policies and procedures in LC IV will conform to those of the Colleges as a whole. Where there is doubt about a procedure or policy, precedent will be sought in the Colleges.

1. Center Autonomy

Policies and procedures within each center will be determined by a governance body consisting of Faculty Administrators, Faculty Sponsors and students. Day to day decisions will be the responsibility of the Program Director.

Each center may have certain interests and emphases which may or may not be shared by other centers. Nevertheless, all centers will operate within programmatic and budgetary guidelines established by The Lindenwood College for Individualized Education.

2. Evaluation of the Centers

Faculty Administrators will meet at least twice a year on the main campus to review general College policies and the work of the preceding six months. At these times the Faculty Administrators will meet with various academic and administrative committees and councils including the Educational Policies Committee of the Colleges (EPC).

Annual visits will be made to the centers from the main campus by faculty representatives and administrators to assess the quality of work being carried on within each center. Visiting teams may consist of the

Dean of LC IV, a Faculty Administrator from another center, and a faculty member or administrator from LC I, II or III. In general it might be expected that the Dean of LC IV would visit each center at least once every six months.

The visiting teams will examine student records and portfolios, program overviews, study plans, narrative transcripts, evaluations, and examples of work. They will attend at least one group function of the center. They

will examine other academic, administrative, and financial records of the center. Reports by the visiting team will be forwarded to the Educational Policies Committee and the President's Council. Any adverse findings on a center's program must be answered promptly in writing by the Faculty Administrator or Director.

3. The Educational Policies Committee

The EPC shall determine in what manner it wishes to audit LC IV. The procedures established above are designed to assist that audit.

N. A CONTROLLED EXPERIMENT

It is proposed that LC IV graduating students be compared with graduating students in other Lindenwood colleges on measures of academic achievement in a controlled experiment. Comparative scores from Graduate Record Examination, aptitude, and possibly selected achievement tests can be used to indicate the quality of the LC IV programs, and would be especially useful to LC IV students seeking to enroll in other institutions for advanced study.

O. EXPANSION OF CENTERS

The model developed here is capable of replication, and of meeting the demand for such a program which undoubtedly exists in other metropolitan centers. Policies and procedures outlined above are designed to eliminate problems of coordination and quality control which have appeared in the programs of other colleges offering "external degrees."

1. Expansion within a Center

Were the model to be limited to St. Charles and the Greater St. Louis area, expansion would consist of matching an increase of enrollment with more Faculty Administrators, Faculty Sponsors and Resource Persons. Essentially a new FA would be added with an increase of ten enrollees over the basic unit of 30 students, in anticipation of an enrollment of 60.

Faculty Sponsors would be added as needed. There would be little risk in this system because 20 students represents a break-even point economically. This method of expansion would be applicable to any center once established.

All Faculty Administrators would be hired through central hiring procedures prevailing on the Lindenwood campus. Faculty Sponsors and administrative staff could be hired by the Director of any center. The resumes of Faculty Sponsors, however, would be required for review by the Faculty Council.

2. Adding centers

Opening additional centers would make the model accessible to more students, and increase revenue to Lindenwood.

Faculty, administration and students already exist for such expansion in Northern and Southern California (San Francisco and Los Angeles). Another logical place for expansion would be Washington, D. C., since the program could be supervised there by the Consultant to the Colleges who has experience with similar programs.

Start-up costs for such programs would be quite low. A total of perhaps \$5,000 would be required for the opening of the two offices in California; perhaps up to \$5,000 for the office in Washington, D. C., or any additional center. Such funds would cover the cost of a Faculty Administrator, his or her office, an administrative assistant, and operating costs for the limited time needed to recruit a minimum of 20 students. After perhaps three months, if sufficient students were not recruited, the center could be discontinued.

The potential enrollment in LC IV is virtually unlimited. Control of expansion could be imposed at any time that it might seem desirable or necessary.

P. BUDGET

All funds collected in the centers will be forwarded monthly to the Controller on the main campus. Itemized accounts of receipts and expenditures will be forwarded also. Salaries for personnel and operating expenses will be disbursed from the main campus in accordance with approved budgets.

The following budget is proposed for operating a center (except on the main campus) with 30 students and 150 students.

	<u>30 students</u>	<u>150 students</u>
<u>Income:</u>		
Tuition at \$2,250 plus \$25 application fee	\$68,250	\$341,250
<u>Expenses:</u>		
<u>Salaries</u>		
Faculty Administrator(s) on 12 month appointment, each with 30 students	16,000	80,000
Fringe benefits	1,760	8,800
Administrative Associate (half-time and full-time)	5,000	12,000
Faculty Sponsors @ \$500 per student	15,000	75,000
Total Salaries	37,760	175,000
<u>Operating Costs</u>		
Seminars	600	1,200
Rent	1,800	3,600
Telephone	1,000	4,000
Equipment	450	900
Office Supplies	550	1,650
Mailing	600	3,000
Xerox	600	3,000
Travel	1,000	5,000
Total Operating Costs	6,600	17,350

Scholarships at 10% of tuition income	6,825	34,125
College Overhead @ 25%	17,065	85,325
Total Expenses	68,250	312,600
Balance of Income and Expenses	*****	\$+28,650

1. Operating on the Lindenwood Campus

There are large economies to be effected by operating on the Lindenwood campus. If regular Lindenwood faculty presently underutilized were assigned either as Faculty Administrators or Faculty Sponsors, there would be a reduction of additional instructional costs. Many operating costs, particularly seminars, rentals, and equipment, would not require out-of-pocket expenditures, although for accounting purposes they might well appear as expenses of the program. Given these factors, a center at Lindenwood might produce 15% more net income at the outset, diminishing to perhaps 10% as salary costs were met increasingly by new personnel.

2. Economies of Larger Numbers

Economies would also be effected at a center by increasing the number of students. With 150 students at a center, \$28,650 would remain after all costs were met.

The 5% written in for development and economies of scale would provide for the following expenses:

- a. Evaluation visits and additional efforts, particularly at the outset, to connect off-campus centers with the Lindenwood campus.
- b. Central administrative services, e.g., finance, registration, and records, which would require additional personnel as the program grew;
- c. Faculty development and training, including Sabbaticals.

Any additional income might be used to compensate Resource Persons, for inter-center travel, or for student activities and special events at the centers.

3. Contribution to the Colleges

With 150 students, LC IV would provide indirect costs of approximately \$85,000 to the Colleges and, if 20% for development costs were allocated, the indirect return would be \$68,000.

With 450 students, LC IV would provide indirect costs to the Colleges of approximately \$255,000 and, if 20% development costs were allocated, the indirect return would be \$204,000.

A growth considerably in excess of this figure is predictable within two years. As indicated above, once the programs have started, they will generate their own development costs.

POSSIBLE M.A. ED. GRADUATE PROGRAM

In light of very minimal teacher turnover occurring presently in the public school systems and a need for a program of continuing teacher education and in-service training for teachers, we feel that The Lindenwood Colleges should carefully consider and study the need to develop a Master of Arts Degree Program in Education to serve the public school communities in St. Charles County and neighboring St. Louis school districts.

CHAPTER VIII

In order to predict the continuing teacher education needs of public school teachers in the larger St. Charles community, we have selected an advisory board of 20 public and private school educators with representation from superintendents, principals and teachers. Also, we are drawing up a questionnaire for classroom teachers in the above districts which assesses the needs for continuing and graduate education in the next five to ten years.

OTHER FIELDS BEING CONSIDERED FOR SUBSTANTIVE CHANGE

The figures on teacher personnel in districts immediately surrounding The Lindenwood Colleges indicate a potential clientele for a graduate program in education at The Lindenwood Colleges. The Missouri State Department of Education figures for the 1973-1974 school year (latest available year) show a total of 6,713 certified teacher personnel in the eleven school districts (five in St. Charles County and six in St. Louis County) we feel would be most interested in a graduate program at The Lindenwood Colleges because of the districts' proximity to the campus. Sixty-three percent of these teachers do not yet have Master's Degrees.

There are a total of 1,436 certified teachers in the five St. Charles County school districts (Fort Dewart, Francis Howell, Orchard Farm, St. Charles, and Westville) including 1,039 at the elementary, middle school, and junior high level, and 395 at the senior high level. Twenty-seven percent of these teachers have Master's Degrees and seventy-three percent do not. The percentage holding Master's Degrees ranges, by district, from twenty-four percent to thirty-one percent.

There are 3,279 certified teachers in the six selected St. Louis County school districts (Hazelwood, Ferguson-Florissant, Parkway, Pattonville, Ritenour, and Rockwood) including 3,070 elementary, middle school, and junior high teachers, and 1,009 at the senior high level. Sixty percent of these teachers do not have Master's Degrees and forty percent do. The percentage holding Master's Degrees ranges, by district, from thirty-five percent to forty-nine percent.

An additional source of teachers who might be interested in securing graduate level work would, of course, be the parochial (Catholic, Lutheran, etc.) and private schools in this same general area.

Also, we are encouraged by the findings of the Task Force on Pre and In-Service Education of Teachers and Administration, St. Louis-St. Louis County White House Conference on Education which suggest our target clientele to be interested in graduate study. Their In-Service Report gives the results of a questionnaire survey of 414 teachers (230 elementary and 184 secondary) in 29 local school districts, including all of the six selected

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school districts (above) in St. Louis County and two of the St. Charles County school districts (above) as follows:

1. The report states that forty-nine percent (203) of the teachers were enrolled in in-service education courses. Thirty-one percent were enrolled in graduate credit courses, four percent in non-credit college workshops, and twenty percent in their local district's workshops. The graduate level courses seem to attract the largest percentage of teachers (sixty-four percent of the teachers involved in in-service education).
2. The report states that seventy-nine percent of the teachers in the sample reported "Advancement on the salary scale" as an incentive for taking in-service credit. Such salary schedules are usually tied to graduate course requirements. There are, of course, other incentives.

Because we are committed to the goal of continual renewal and improvement of instruction in our schools, we believe a graduate program in teacher education would provide a vehicle for Lindenwood Colleges and public school educators to participate cooperatively in the pre-service and in-service education of teachers. There are a number of reasons why we believe such collaborative ventures by colleges, public and private schools, and the community at large are important. These would be:

1. The realization that the talents of school people, teachers, and administrators need to be incorporated into the teacher training function.
2. That basic skills and competencies involved in instruction (within traditional or innovative school settings) often need to be redefined and renewed when teachers leave the college setting.
3. Schools cannot provide the theoretical, conceptual, and research-based information systems required to keep educational personnel abreast of educational, technological and societal changes.

Such collaborative relationships are essential in order to maximize the resources necessary for the continuing training and education of teachers.

At present, we are investigating a Process-oriented model of teacher education. The basis for this model stems from the idea that professional teacher development can be described in terms of functional roles, mastery of which would permit a teacher to develop the capacity to work as a professional educator in a school setting.

To develop a model of a professional who will grow in capacity, create new options for children, and contribute to his profession, we must designate the areas of professional responsibility that a teacher needs to control to define and solve educational problems. These areas can be identified within various roles which seem essential for the teacher who is an innovator and are:

1. The teacher as a scholar or Inquirer*
2. The teacher as a designer of educational programs and organizational structures*
3. The teacher as a creator of learning environment*
4. The teacher as an instructional decision-maker*

*These role functions represent the process focus of the program.

Secondly, there would be a need to develop curricular systems which will enable teachers to achieve mastery of the essential areas of professional role functions. The program would focus on various models of teaching needed to analyze, evaluate and formulate one's own philosophy and style of teaching. Each style will be approached from three different perspectives:

1. Curriculum, which describes both content and patterns of interaction between teacher and students*
2. Psychology, which investigates the learning theory and method that underlies each method of teaching*
3. Philosophy, which searches for the background of each style, both in its historical-sociological context and its basic purposes and values*

*The models of teaching and the three perspectives above provide the program with a content focus.

Thirdly, there would be a need to develop a system to implement the program. The sequence of teacher development might proceed through three phases of graduate study:

1. Conceptualization, inquiry and study of the models of teaching from curriculum, psychological and philosophical perspectives.
2. Application, simulated and field experimentation of teaching strategies associated with each model.
3. Evaluation, field study and appraisal of teacher-learner styles.

We believe such a model of graduate level teacher education would apply equally well for both elementary and secondary school teachers. As an alternative to the general teacher development model for elementary and secondary school teachers described above, we are also exploring the possibility of developing programs for areas of speciality within the field of elementary education such as early childhood education and reading.

We believe the present full-time faculty in the Education Department has sufficient breadth of training and experience to form an initial interdisciplinary nucleus or team to plan and implement a graduate program in education.

We intend to proceed slowly and carefully in considering a possible future program of master level training in education. There is obviously not a need for an ordinary master's degree; there are several in area colleges and universities at the present time. Any program developed must flow from unmet needs of area educators. These will be developed in the coming months through the questionnaire and the services of the advisory council. If needs are there which are, in fact, unmet, and they are in areas which Lindenwood can serve, a specific program will be developed for faculty consideration and approval. If the needs are not there, or are in areas which Lindenwood cannot serve, then no program will be put forward; in any case, it will be a year before we know the answer, a year of planning and consideration.

II. Possible Lindenwood/Community College Cooperative Program

The movement to explore creation of a junior college program in St. Charles operated on two levels. At the state level, the State Higher Education Coordination Commission in a recent report named St. Charles among other areas as justifying the formation of a district. At the local level interest has come primarily from business groups though a good deal of citizenenthusiasm has been expressed. The need for a local junior college was expressed by a citizens' committee reviewing the St. Charles Comprehensive Plan, adopted by City Council in 1974.

At a more concrete level, a businessmen's group called Growth, Inc. has created a committee to explore the possible forms a junior college might take. The Lindenwood Colleges at board and administrative levels have been involved in these talks from the beginning, and there has been a lively sense of cooperation between college and community on this subject throughout.

The official Lindenwood Colleges board position was made clear in a statement prepared by Dr. Armand Stalnaker, chairman of a board committee to study the issue. This statement was adopted as board policy on March 9, 1975.

1. Lindenwood continues to affirm its commitment to baccalaureate level liberal arts education. The Community College program may be one element in the full spectrum of the colleges' educational services, but is not to be construed as a substitute for the traditional concerns of Lindenwood.
2. An objective of Lindenwood should be assertion of the nature and importance of private liberal arts education as a choice for students who wish the bachelor of arts degree and as an important ingredient in professional or vocational preparation since all graduates - whether liberal arts or vocational - are citizens of a nation and a world.
3. An objective of Lindenwood should be the development of a Community College - either in a consortium or contractual arrangement - which supports Lindenwood objectives and provides the community with facilities, resources and programs which it would otherwise have to develop through duplication at great cost to the taxpayer and to the legitimate aims of existing private higher education.

ST. CHARLES COUNTY ENROLLMENT IN SECONDARY SCHOOLS TRANSFERRED CLASS

4. Lindenwood would be willing to contract with a Community College District to enroll students in its current undergraduate program for the first two years.
5. Lindenwood would be willing to develop a two-year associate degree program in areas that could be staffed by current faculty members and some part-time faculty for students who would come to Lindenwood through a contractual arrangement with a Community College District.
6. Lindenwood would be willing to cooperate with other educational institutions to develop a comprehensive community college program for a St. Charles Community College District in which Lindenwood would offer those programs that the college believed it could do best.
7. Lindenwood would enter into such a program with the understanding that it would continue its upper and lower division programs as a private, liberal arts college with some career emphases in selected disciplines.
8. Lindenwood would be willing to enter into a contractual arrangement at a charge-per-course per-student of approximately the proportionate allocated direct and overhead costs of such offerings.
9. Lindenwood would agree to welcome all contract students into the student life of the campus with the payment of the regular student activity fee charged other Lindenwood students.
10. Lindenwood would welcome up to 600 full-time contracted day students into such a program at this time and would attempt to adapt its faculty, facilities, and programs to the future needs of St. Charles Community College District contract students.
11. Lindenwood would be willing to accept students who successfully complete a two-year college-transfer program in the Community Colleges contract program as upper division students in The Lindenwood Colleges on the same basis and with the same standards as those applied to Lindenwood College lower division students entering the upper division program.
12. Lindenwood would be willing and believes itself able to provide leadership, facilities and administration for Junior College programs needed by the community that involve types of courses not traditional for a liberal arts college if funding for those activities is available.

The most substantive issue springs from the junior college form advanced by The Growth, Inc. committee has met periodically in trying to resolve the problems and opportunities involved. An obvious point is potential need - are there students available? They have answered that question with a yes. The potential student population from St. Charles county is seen in this table:

The Lindenwood Colleges and St. Mary's College in O'Fallon, 10 miles away. The public facility is Lewis and Clark Technical School, supported by the five school districts of St. Charles County.

ST. CHARLES COUNTY ENROLLMENT IN SECONDARY SCHOOL GRADUATING CLASSES

SCHOOL	Number of 1974 Grads	Approx.% going to college	Estimate of 1975 Grads	Number of college bound
St. Charles	467	40%	590	236
St. Charles				
Duchesne	131	58%	147	85
St. Charles				
Francis Howell	289	35%	350	122
Weldon Springs				
Orchard Farm	99	30%	140	42
(North-East)				
Wentzville	191	34%	200	68
(West)				
St. Dominic	120	36%	150	54
O'Fallon				
St. Mary's Academy	35	86%	36	31
O'Fallon				
Ft. Zumwalt	304	40%	380	152
O'Fallon				
	1,636	40%	1,993	790

In a two-year period we could expect 1,580 college-bound students in the county. Of these we might expect 50% to stay in the county for a college education, giving us a pool of approximately 800 students for a cooperative junior college district.

A second issue is one of potential revenue. While that is a variable, and largely tenuous, consideration, there are some possibilities.

1. The current assessed valuation of St. Charles county is about \$300,000,000 which, at a tax of 15¢/100 would yield \$450,000.
2. 800 FTE students would bring in Missouri state funds of \$400 each for an annual yield of \$320,000.
3. 800 students taking 27 hours a year at \$15 per hour would produce \$324,000.

All these together would yield \$1,094,000 or \$50.65 per student per credit hour.

The most substantive issue springs from the junior college form advanced by Growth, Inc. and supported by Lindenwood. To avoid costly duplication of facilities and faculty, the proposal envisions the creation of a junior college district board through public vote to serve as the taxing and policy-making authority. The district board would then contract for educational services with two existing private institutions and one public one. The private institutions are The Lindenwood Colleges and St. Mary's College in O'Fallon, 10 miles away. The public facility is Lewis and Clark Technical School, supported by the five school districts of St. Charles County.

There are two issues involved, one academic, the other legal. The academic one is most easily solved. How much of a comprehensive, public junior college program is presently available among the three existing institutions? The answer is, nearly all. In a preliminary way, a committee from these three institutions took the programs of the Junior College District of St. Louis/St. Louis County and compared them with available or potential offerings. The chart itself is contained in the Appendix.

The legal problem is more complex. Would it be legal, under Missouri law, for the district to contract with private institutions for such service, paying with public funds? The answer is unclear. The practice is being followed in two areas of Illinois, but not in Missouri.

The Attorney General's office, in an advisory opinion (#354), seemed to say no. But the Lindenwood board attorney, through an associate who helped to draw the relevant Missouri statute, clearly feels the matter is legal. This issue will have to be resolved.

This proposal is obviously tentative. The matter would have to be submitted to public vote, and the outcome is by no means certain. Yet it represents another way in which The Lindenwood Colleges are involved with the local community seeking answers to local needs.

Much of our projection of future developments is contained in the proposals for change. These new programs will indicate our direction for the next five to ten years. But there are three additional points that need to be mentioned:

1. The development of a genuine "cluster" of colleges as all the Lindenwoods live and work together.

CHAPTER IX

2. A projection of the finances of the Colleges
3. A mention of the church-college study, an attempt at Lindenwood to find a modern, viable relationship for the Colleges and their traditional sponsor, the Presbyterian Church

PROJECTION OF FUTURE DEVELOPMENTS

Much of our projection of future developments is contained in the proposals for change. These new programs will indicate our direction for the next five to ten years. But there are three additional points that need to be mentioned:

1. The development of a genuine "cluster" of colleges as all the Lindenwoods live and work together.
2. A projection of the finances of the Colleges
3. A mention of the church-college study, an attempt at Lindenwood to find a modern, viable relationship for the Colleges and their traditional sponsor, the Presbyterian Church

II. Finances

Lindenwood's operating budget totals approximately \$3,000,000 a year with a current operating deficit of approximately \$600,000. Operating deficits have been met for the past few years by using unrestricted reserves. Current operating losses have not been accumulated and there is no outstanding debt.

President Spencer agreed to come to Lindenwood as the 16th President last October because he believes that the college has great potential and a growing student market which needs the additional services Lindenwood can provide.

A number of steps have been taken to bring Lindenwood's budget into balance as quickly as possible. These steps include:

1. Increasing tuition by \$300 per student (tuition at Lindenwood has not been raised in the past 4 years). This action will generate an additional \$200,000 in revenue.
2. The development of new programs to meet educational needs in St. Charles County and the surrounding area. Programs such as a contract with St. Luke's School of Nursing to provide the liberal arts and sciences courses for their nursing program. Each new program is being analyzed on the basis of its appropriateness to Lindenwood's mission and its revenue producing potential.
3. Encouraging donors who believe in the importance of private higher education to invest in Lindenwood's future. Lindenwood's fund raising efforts in the past have been quite modest and there is potential for increasing gift income to the colleges to a significant level.

I. The Cluster Concept

The cluster concept of The Lindenwood Colleges began when the committees who were studying the addition of men to the Lindenwood environment in 1968 and 1969 determined that rather than simply convert to a single-purpose coeducational college, Lindenwood's most promising directions would be served by the establishment of a coordinate college for men (Lindenwood College II). The growth of the Evening College (Lindenwood College III which began in 1972) has now reached the point where it, too, has been designated a distinctive unit of The Lindenwood Colleges. To serve the needs of additional categories of students who have come or will come for an education, and for those who would continue their education if the appropriate programs are available, Lindenwood must consider new programs and services. On this basis the Board has decided to establish two additional colleges - a college for individualized education (Lindenwood College IV) and a college of applied arts and sciences (Lindenwood College V). The latter will be a cooperative arrangement with a proposed community college district in St. Charles County, using a variation of the public-private contract system now in use in Illinois and other states. All colleges share a common faculty and academic facilities, but each is assisted by separate lay boards of advisers, and each is developing individual characteristics and distinctive programs.

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Lindenwood's endowment assets, exclusive of funds invested in plant, total approximately \$5,000,000, of which approximately \$1,200,000 is restricted for scholarships and other specific purposes.

III. The Church-College Study

Like many church-related colleges today, Lindenwood has moved away from the programs and requirements which were once characteristic of such institutions. The Presbyterian Church, on its part, has relinquished all control and in the 1973 "Statement of Mutual Responsibilities" asked only for a commitment to excellence, the availability of services to the church, the offering of courses in religion, and the acknowledgement of the church relationship in catalogs and other publications.

This posture in view of the situation among colleges and universities today suggests a need for a reassessment of the kind of role which the historically church-related institution can play. The decline of church-relatedness and the growing dominance of public institutions, in a society which insists on separation of church and state, tend to exclude the church even from that participation in higher education which is available to government, business and industry. The private college is hard-pressed to maintain its distinctiveness as the traditional roles change and the public supported institutions grow ever more dominant.

The circumstances are such that it is clear that the church-related college has both an obligation and an opportunity. Like other institutions, it gains strength from the quality of its services and from its ability to direct those services toward constituencies which can utilize them. In its difference from public institutions, the church-related college may address a part of those services to the church and to those activities which are supported by religious institutions.

Lindenwood has undertaken a study of new ways in which service to religious institutions can be provided. Basic to this study and to the projects which are developing in connection with it are the following premises: (1) the principal objective must be a part of Lindenwood's commitment to excellence in education and should therefore be designed to extend the student's awareness of the significance of his studies to religious institutions at a critical time in his development; (2) the programs undertaken must ultimately be self-supporting through enrollment growth and private funding; (3) the programs must be compatible with (and should, indeed, be utilizations of) other areas of development in the colleges; (4) the programs must be directed, ecumenically, toward any religious institution which can make use of them.

Model programs are being developed in the following three areas. As funding and staffing are provided, they will be extended to as many institutions as can be accommodated and student recruiting will be expanded to reach an enrollment responsible to the opportunities afforded.

1. Student field study: One of the objectives of the church-college relationship is to enable the student to see religious institutions as important elements in our society at a time when he is studying and determining his life-roles. Lindenwood's potential to meet this objective already exists through internship and field study programs in a number of disciplines (art history, business, broadcasting,

journalism, psychology, sociology, for example). In these programs, students spend a period of time working in a situation which provides practical applications for theoretical and classroom experience. These programs are being adapted to provide useful services to religious organizations and at the same time to enable students to relate these organizations to their projected sense of responsibility in the adult world.

2. Resource centers: Lindenwood has resources in business, psychology, sociology, music, art history, and other areas which can be used to enrich or assist the work of religious institutions. These can be directed toward specific needs and made available, either as resource collections to be loaned to religious groups or as materials to be presented by a college staff member. Resource centers already developed by churches can be extended by those which the college can provide.
3. Continuing education for church laymen: Just as The Lindenwood Colleges are providing programs of study for adults in government, business, the professions and industry, they can also provide education for church laymen - in such areas, for example, as interpersonal communications, community relations, financial management for non-profit organizations, educational technologies, and programs for the elderly. On-campus workshops and conferences, tailored to the concerns of church laymen would be organized using Lindenwood faculty or outside specialists brought to the campus.

As this Self-Study indicates, the Lindenwood Colleges believe that they are making a significant step to strengthen their future by moving to serve at least two new groups of students: those who will seek the M.B.A. and those who will follow the non-traditional paths of the College for Individualized Instruction. At the same time, we are aware of these institutions as undergraduate liberal arts institutions, and we feel that, in the next several years, the character of the "old" Lindenwood and the resources of the "new" Lindenwood will strengthen each other. Despite the difficulties of education in recent years, the Lindenwood Colleges are strong, have significant resources in endowment and plant, and possess a capable faculty. We know that the steps we have described in this Self-Study will ensure that this strength is preserved and enhanced. There may be other changes in the years ahead, such as a possible program in education at the master's level, but these changes can be and will be carefully considered. We are confident of the future, but not complacent about the need to change, to grow into new areas, to remain in search of new ways to serve the area in which we live.

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Students, faculty, and administrators together make up the community dedicated to learning called The Lindenwood Colleges. Each segment of this community has its particular responsibility: the student to study, the faculty to provide instruction and counsel, the administration to develop and implement institutional goals. While the ultimate accountability and hence the authority rests with the Boards through their designated officer, the President, all segments share in the responsibility for the success of The Colleges. As members of a scholarly profession, moreover, the faculty and administrators have an additional responsibility in their commitment to the pursuit of truth and to its reasoned, free and honest dissemination. This concept of responsibility to the institution and to the profession is the principle from which collegiate procedures and policies are derived.

- A. Appointments (See also I, B-1, c-1)
- B. Promotions

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- A. Sabbatical Leaves
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- A. Date (See also V, A-1)
- B. Emeritus Status
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A faculty member has the responsibility to provide adequate
instruction and to interrupt or terminate his service

I. Academic Freedom and Faculty Status

A. Academic Freedom, Responsibility, and Tenure

The Lindenwood Colleges endorse basic principles of academic freedom, responsibility, and tenure as described below. In general, they subscribe to the statement in regard to academic freedom, responsibility, and tenure issued jointly by the American Association of University Professors in 1940.

1. Academic Freedom

Institutions of higher education are conducted for the common good. At The Lindenwood Colleges, the common good depends upon a free search for truth and its free expression. Hence, it is essential that a faculty member be free to pursue scholarly inquiry, and to voice and publish his conclusions concerning the significance of evidence that he considers relevant. He must be free from the corrosive fear that others, inside or outside the college community, because their vision may differ from his own, may threaten his professional career or the material benefits accruing from it.

Each faculty member is entitled to full freedom in the classroom in discussing the subject which he teaches. Each faculty member as a citizen of his nation, state, and community must be free from institutional censorship or discipline when he speaks, writes, or acts. The limitations on this freedom are only those which academic responsibility impose and which are defined in the next section.

2. Academic Responsibility

The concept of academic freedom must be balanced by the equally important concept of responsibility, shared by the boards of directors (trustees), administrators, faculty members, and students.

*This section was superseded by action taken by the faculty on January 22, 1975 as follows:

The fundamental responsibilities of a faculty member as a teacher and scholar include a maintenance of competence in his field of specialization and the exhibition of such competence in teaching, publications and other professional activities.

Exercise of professional integrity by a faculty member includes recognition that the public will judge his profession and his institution by his statements. Therefore, he should strive to be accurate, to exercise decorum, to show respect for other people, and to avoid creating the impression that he speaks or acts for the whole institution or his department when he speaks or acts as a single faculty member or a private person.

A faculty member should be judicious in the use of controversial material in the classroom.

A faculty member has the responsibility to provide adequate notice of his intention to interrupt or terminate his service to the institution.

3. Academic Tenure

The system of faculty tenure supports the integrity of The Lindenwood Colleges. Tenure means assurance to an experienced faculty member that he may expect to continue in his academic position unless adequate cause for dismissal is demonstrated in a fair hearing, following established procedures of due process.

B. Faculty Status

The President and the Dean of the Faculty have administrative authority over The Colleges, such authority sustained and qualified by collegial support as represented in the faculty's position of shared responsibility. This responsibility is represented in the Faculty Council.

1. Faculty Council

(The Faculty Council is comprised of as many members as there
(are departments in the college, one member from each department,
(plus the Dean of the Faculty who is chairman without vote.

(a. Selection

- (1) Each department elects its own Faculty Council
(representative.
- (2) If a department fails to elect a representative, the
(Faculty Council themselves select a representative
(from that department to join them.
- (3) The term of office is one year, and the representative
(is eligible for re-election.

*This section has been superseded by action taken by the faculty on January 22, 1975 as follows:

1. The Faculty Council shall consist of seven members to be chosen as follows:

- a. One member is to be elected from each academic division.
- b. Four members to be elected by the faculty as a whole with at least one representative from each of the divisions.
- c. One of the three deans will sit as representative of the administration.

- - - - -

(6) To review proposed Bylaws, to amend such proposed Bylaws if deemed appropriate, and to present a recommendation thereon to the next succeeding regular faculty meeting (or special meeting if it is included in the call).

II. Faculty b. Definition of Terms

A. Corporate When making a decision, the Faculty Council and the Administration share responsibility in one of two ways, following either the principle of consultation or of joint action.

1) Consultation

1. Consultation means that after a discussion with the Dean of the Faculty, the Faculty Council will formally present their judgement, in the form of a recommendation, vote, or other expression, sufficiently explicit to record their position or positions, for the administration. This explicit expression of judgement must take place in time to affect administrative action.

2) Joint Action

2. Joint action means that agreement to a proposal by both the Faculty Council and the administration is required for action. If concurrence of the Faculty Council and the Dean of the Faculty is not obtained within the regular procedures of the Council, the President shall meet with the Council to seek a resolution. If the matter cannot then be resolved, the matter shall be taken through the President to the Board for final resolution. The proper procedures for making the appeal to the President and to the Board are outlined in the Bylaws.

c. Areas of Responsibility

- 1) To consult with the Dean of the Faculty as spokesman for the administration in the establishment of priorities concerning faculty appointments.
- 2) To consult with the Dean of the Faculty as spokesman for the administration concerning reappointments and non-renewals of contract, promotions, and salaries.

3) To take joint action with the Dean of the Faculty as spokesman for the administration concerning tenure.

4) To take joint action with the Dean of the Faculty as spokesman for the administration concerning dismissal of tenured faculty for incompetence, moral turpitude, or financial exigency.

5) To recommend criteria concerning appointments, re-appointments, non-renewals of contract, promotions, salary and tenure.

6) To review proposed Bylaws, to amend such proposed Bylaws if deemed appropriate, and to present a recommendation thereon to the next succeeding regular faculty meeting (or special meeting if it is included in the call).

II. Faculty Duties

A. Corporate Duties

The performance of the following duties must necessarily be considered within the context of available resources over which the administration and the Board have responsibility and control.

1. To determine the membership categories of the Faculty for the purposes of voting (The Board of Directors has established the principle that the President and Vice President and Dean of the Faculty are by nature of their appointments voting members of the Faculty).
2. To determine, in consultation with the Administration, the academic curriculum.
3. To determine the requirements for earned degrees.
4. To determine the nature of the system to be used in grading students in courses.
5. To recommend to the Board of Directors candidates for earned and honorary degrees.
6. To make recommendations to the President and the Dean of the Faculty concerning any other matters of educational policy.

B. Individual Duties

1. To teach the courses and to undertake the advising of students assigned to him.
2. To carry out his duties as teacher and adviser in the manner described under Academic Responsibility (I.A.2 above).
3. To serve on Faculty committees, such service to be distributed as equitably as possible.

III. Faculty Committees

- A. All standing committees contain some members elected by the Faculty and some appointed by the President.
- B. All committee members shall serve for one term as the terms are defined for each committee in the bylaws. No member may succeed himself.
- C. The election to standing committees for any academic year shall take place before the end of the preceding academic year. Vacancies in elected positions may be filled at any time.
- D. Unless otherwise indicated, each committee shall elect its own chairman.

- E. All committees shall make at least an annual report to the Faculty in writing at least two weeks before the close of each academic year.
- F. The President of The Colleges and the Dean of the Faculty are ex officio members without vote of all committees, except those on which they serve as regular members.
- G. Other administrative personnel with faculty status may be designated in the bylaws to serve as either regular or ex officio members of the committees that relate to their areas of responsibility.

IV. Faculty Having Administrative Responsibility

A. The Division Chairman

1. Selection

- a. Division chairmen are elected by the faculty of the division, from a list of members of the division previously approved by the Dean of the Faculty. (Suspended)
- b. The term of office is two years, and a chairman is eligible for re-election.

A. 2. Duties

- a. He shall coordinate the various departmental plans for curricular development with the division.
- b. He shall be a member of the Educational Policies Committee.

B. The Department Chairman

1. Selection

- a. Department chairmen are appointed by the President, on recommendation of the Dean of the Faculty, subject to the consent of the department.
- b. The term of office is for two years, and a chairman is eligible for reappointment.

2. Duties

A. Sabbatical Leave

- a. He shall be responsible to the Dean of the Faculty.
- b. He shall be the administrative officer of his department and shall, by means of departmental meetings and personal consultation, involve his colleagues in the department in the making of decisions. He may also delegate administrative duties.
- c. He shall review with the Dean of the Faculty and the members of the department matters of promotion, tenure, and non-renewal of contract and, with the Dean of the Faculty, present the results of this review to the Faculty Council.
- d. He shall review with the Dean of the Faculty and returning members of the department new staff appointments and, with the Dean of the Faculty, he shall appear before the Faculty Council to inform them of his results.

- e. He shall confer with the division chairman when the curricular matters in the department affect the other departments in the division.

C. The Librarian

1. Selection

The Librarian shall be appointed by the President on recommendation of the Dean of the Faculty and subject to the consent of the Faculty Council.

2. Duties

- a. The Librarian shall be responsible to the Dean of the Faculty.
b. With the advice of the Library Committee, the Librarian shall be responsible for formulating such policies as will promote the fullest use of the library by students and faculty and, in general, make the library an effective educational organization.

V. Faculty Appointments and Promotions

A. Appointments

Appointment to the Faculty is made by the President upon the authority granted him by the Board of Directors.

1. In making specific appointments, the President acts in consultation with the department chairman.
2. Persons over 65 may be appointed on annual contract according to the usual practices of The Colleges.

B. Promotions

Promotions, whether they originate in a department or elsewhere, are made by the President in consultation with the Faculty Council.

VI. Leaves of Absence

A. Sabbatical Leave

1. A member of the Faculty may apply for Sabbatical leave after completion of six full years of service prior to each leave.
2. Sabbatical leave shall include a whole academic year or one long term and one short term. The compensation for a Sabbatical leave shall be equal to half salary for one year or full salary for one long term and one short term. A person on Sabbatical leave shall continue to receive the college contribution to his retirement pension and his major medical insurance policy and other fringe benefits. He shall not forfeit his status in connection with salary increments.

B. Other Leaves

Full-time members of the Faculty may be granted leave with or without pay in accordance with the following provisions.

1. Leaves may be granted by the President for special or emergency reasons.
2. Leaves may be granted by the President for military duty or other government service. Members called for such duty will have the privilege of returning to the service of The Colleges at the beginning of the term following their release from duty provided The Colleges have been notified at least six months in advance so that arrangements can be appropriately made.
3. Time spent on leaves mentioned in 1 or 2 above will not be counted in computing the maximum probationary period, assuming the leave is longer than an interim term.
4. Persons on leave, except those on military leave, shall continue to receive The Colleges' contribution to the retirement pension and their major medical insurance policies. They shall not forfeit their status in connection with salary increments. Exception to these provisions is possible only if clearly stipulated as a condition of the leave.

VII. Retirement

- A. A member of the Faculty shall retire from The Lindenwood Colleges on September 1 of the year nearest his 65th birthday.
- B. A member of the Faculty or an officer of administration with long and distinguished service to The Colleges may, upon retirement, be awarded emeritus status.
- C. All changes in retirement plans and fringe benefits are to be made only after the approval of the Faculty.

VIII. The Bylaws

The necessary procedures to implement the provisions of this Constitution shall be established by the adoption of bylaws. These shall be consistent with the provisions of this Constitution.

Bylaws shall be adopted by the following procedure.

- A. Any committee or individual may introduce a proposed bylaw at a regular Faculty Meeting, or at a special meeting in which the proposal is part of the call of the meeting.
- B. A proposed bylaw shall be referred to the Faculty Council which may amend the proposed bylaw, and shall present it, together with the Council's recommendation thereon, to the next succeeding regular Faculty Meeting (or special meeting in which it is included in the call). The Faculty shall then vote, with a simple majority sufficient to carry.
- C. A bylaw may be temporarily suspended by a three-fourths vote of those present and voting.
- D. The initial bylaws and subsequent changes and additions shall be presented to the Boards of The Colleges for regular review. Such presentations to the Boards shall imply concurrence by the Boards

except in cases where the Boards shall express their disapproval. Any bylaws thus disapproved shall not be enforced but shall be revised by the Faculty Council, revoted by the Faculty and if accepted by the Faculty in the revised form, shall be resubmitted to the boards and shall be enforced unless the Boards again would express disapproval.

IX. Amendments to the Constitution

Any member of the Faculty may propose an amendment to this Constitution. If a simple majority of the Faculty present and voting affirm that the idea is worthy of consideration, a special committee of five persons shall be elected to consider the amendment. This committee may revise the proposed amendment and shall report its recommendation to the Faculty in writing as part of the call for the meeting in which it is to be considered. The final faculty vote to amend the Constitution shall require a two-thirds majority. This amendment shall then be referred to the Board of Directors for ratification.

III. Divisions

- A. Departments of Study in the Divisions
- B. Definition of Divisional Membership
- C. Election of Division Chairmen

IV. Faculty Council

- A. Procedures (General, Consultation, Joint Action)
- B. Further Responsibilities

V. Faculty Committees

- A. Educational Policies Committee and Subcommittees
- B. Academic Resources Committee
- C. Admissions and Financial Aid Committee
- D. Nominations Committee

VI. General Procedures

- A. Quorum
- B. Proxy Votes
- C. Roberts Rules of Order

OUTLINE OF THE FACULTY BYLAWS

I. Appointments and Tenure

A. I. Appointments and Tenure

1. A. Definition and Purpose of Tenure
- B. Probationary Periods for Each Rank
- C. Notice of Non-Reappointment
- D. Criteria for Promotion and Granting of Tenure
- E. Procedures for Promotion and Granting of Tenure

II. Faculty

- a. A. Definition and Determination of Voting Status
- B. Membership in Divisions

III. Divisions

1. A. Departments of Study in the Divisions
- B. Definition of Divisional Membership
- C. Election of Division Chairmen

IV. Faculty Council

1. A. Procedures (General, Consultation, Joint Action)
- B. Further Responsibilities

V. Faculty Committees

- a. A. Educational Policies Committee and Subcommittees
- B. Academic Resources Committee
- C. Admissions and Financial Aid Committee
- D. Nominations Committee

B. Probationary Periods

VI. General Procedures

1. A. Quorum
- B. Proxy Votes
- C. Roberts Rules of Order
2. In either case, tenure may be offered before the probationary period is completed, provided that the probationary period be at least one year.
3. Full Professor: Except in the case of visiting and adjunct professors, the initial appointment to the rank of full

BYLAWS

Contains revisions
as of June 1972

I. Appointments and Tenure

A. Definition and Purpose of Tenure

1. When a faculty member receives tenure, he is appointed to a permanent academic position with The Lindenwood Colleges. Tenure is a means to encourage and preserve the atmosphere of academic freedom for teaching and research. Tenure is also a means
 - a. to attract and retain men and women of ability to college teaching.
 - b. to bring stability and strength to a faculty which would otherwise be subject to frequent changes of personnel.
 - c. to plan and carry through long-range goals, especially in the face of difficulties.
 - d. to develop unity in the achievement of the educational goals of The Lindenwood Colleges.

2. After the expiration of a probationary period, teachers have permanent or continuous tenure to retirement at age 65, and tenured service can be terminated only for adequate cause, or under extraordinary circumstances, because of financial exigency.

C. Not

1. If a tenure appointment is terminated because of a financial emergency, the released faculty member will not be replaced and the vacancy will not be filled within two years unless the released faculty member has been offered reappointment and has declined. The precise terms and conditions of every appointment are stated in writing in a contract and are accepted by both the Administration and the teacher before the appointment is consummated.

B. Probationary Periods for Each Rank

1. The probationary period of a full-time faculty member beginning his career within The Lindenwood Colleges shall not exceed six years.
2. The probationary period of a full-time faculty member who comes from another institution where he has served as a full-time teacher for three or more years shall not exceed three years.
3. In either case, tenure may be offered before the probationary period is completed, provided that the probationary period be at least one year.
4. Full Professor: Except in the case of visiting and adjunct professors, the initial appointment to the rank of full

meeting of its representatives, the Administration, the ad hoc professor is for three years. At the end of the second year, either tenure must be granted or the appointment becomes terminal. It shall be the obligation of the Faculty Council to raise the question of tenure for any person who is promoted within the Colleges to the rank of full professor, or who, coming to the Colleges as full professor, has been there for two years.

5. Associate Professor: The initial appointment to the rank of associate professor is for two years and, prior to the granting of tenure, shall be renewable on at least a yearly basis thereafter.
6. Assistant Professor: Appointment to this rank, prior to the granting of tenure, shall be for a term of at least one year and shall be renewable.
7. Instructor: Appointment to this rank shall be for a term of at least one year and may be renewed yearly up to six years. If, after six years, promotion to assistant professor is denied, the instructor will be given notice of one year.
8. Transfer of a tenured faculty member from one department to another, or promotion or demotion to or from an administrative position within The Lindenwood Colleges, or promotion from one rank to another shall not deprive the person involved of tenure.

C. Notice of Non-Reappointment

1. Final written notice of non-reappointment shall be given not later than March 1st of the first academic year of service, if the appointment expires at the end of that year.
2. Final written notice of non-reappointment shall be given not later than December 15th of the second academic year of service, if the appointment expires at the end of that year.
3. Final written notice of non-reappointment shall be given at least twelve months before the expiration of an appointment after two or more years at The Lindenwood Colleges.
4. A faculty member on tenure who is to be dismissed for cause, or a faculty member not on tenure who is to be dismissed before the expiration of his appointment, may request consideration of his case by a special hearing committee after a hearing by the Faculty Council under the provisions of Bylaw IV-A-3. This ad hoc committee shall consist of three faculty members not previously connected with the case, who are elected by the Faculty after being nominated by the officers of the Faculty Council on the basis of their objectivity. If either the faculty member or the Faculty Council and, or, the Administration are not satisfied with the decision of the ad hoc committee, the Faculty Council shall request a joint

meeting of its representatives, the Administration, the ad hoc committee, the faculty member and the Board of Directors Committee on Faculty and Curriculum. For this joint meeting procedures outlined in the 1958 Statement of Procedural Standards in Faculty Dismissal Proceedings of AAUP are to be followed.

D. Criteria for Promotion and for the Granting of Tenure

1. Number of years of service at The Lindenwood Colleges and other colleges.
2. Evidence of teaching ability. The effective teacher can stimulate a deep interest in the subject matter; can, without sacrifice of thoroughness, convey to the student something of the sense of high adventure which he finds in the subject; and can provide for the student's involvement in the experiences and procedures used in the classroom. He is willing both to experiment with new techniques developed by educational research and to use criticism concerning his teaching. Consultation with students who have studied with a teacher is a primary source of information about that teacher's effectiveness.
3. Professional status as measured by earned degrees, recognition in professional organizations, publications.
4. Involvement in conferences, workshops, institutes, and travel which inform the teacher's academic discipline and his classroom performance.
5. Service on faculty committees.
6. Willingness to work with others cooperatively for the welfare of the Colleges.

E. Procedures for Promotion and Granting of Tenure

1. Initiative for promotion and granting of tenure may come from within a department, from elsewhere in the faculty, or from the administration.
2. Whoever initiates the recommendation, the department chairman and the Dean of the Faculty consult on it.
 - a. They also consult such additional persons as they deem appropriate, including, minimally, the other continuing members of the department and the division chairman.
 - b. Then the department chairman and the Dean of the Faculty prepare a recommendation for the Faculty Council.
3. Faculty Council shall give full deliberation to the appropriateness of each recommendation.
 - a. The Council may properly lay such a report on the table to make a final judgment at a subsequent meeting, but that judgment must take place in time to affect administrative action.
 - b. All voting for promotion or tenure decisions in the Council shall be by secret ballot.

III. Divisions

II. Faculty

A. The Divisions shall consist of the following departments and fields:

A. For the purpose of the general faculty meetings, the Faculty shall consist of:

1. Voting members, who shall include

a. all those persons whose teaching load is regularly more than half-time, and who do not belong primarily to some other faculty. For the purpose of this bylaw, a full-time load shall be three courses in each long term and one course in January. Summer courses, individualized instruction, and independent study supervision shall not be considered as applying.

b. those persons to whom faculty status belongs by constitutional provision, namely the President of the Colleges, the Dean of the Faculty, and the Librarian.

c. The Deans of the Colleges and such other persons whom, by virtue of their responsibilities within the Colleges and their general competence in higher education, the Faculty may choose to seat. These persons shall be recommended to the Faculty by the Faculty Council. Faculty approval shall be by a simple majority. Once a faculty member is approved, his voting status shall not be reviewed annually.

2. Non-voting members, who shall include

a. persons who are currently teaching any course in the Lindenwood Colleges, but who are not entitled to vote.

b. such other persons whom, by virtue of their responsibilities within the Colleges and their general competence in higher education, the faculty may choose to seat. These persons shall be recommended to the Faculty by the Faculty Council. Faculty approval shall be by a simple majority and shall be reviewed annually.

B. A member of the Faculty shall also be a member of one of the three divisions within the Colleges: Humanities, Natural Sciences and Mathematics, and Social Sciences.

*This section has been temporarily superseded by action of the Faculty on January 22, 1975 as follows:

III. Divisions

- A. The Divisions shall consist of the following departments and fields of study:

<u>Humanities</u>	<u>Natural Sciences and Mathematics</u>	<u>Social Sciences</u>
Art	Biology	Economics
Classics	Chemistry	Education
Communication Arts	Mathematics	History
English	Physical Education	Political Science
Modern Languages	Physics	Psychology
Music		Sociology
Philosophy and Religion		Business Administration
		Geography
		Library Science

- B. For purposes of meetings of the divisions, the faculty of a Division shall consist of:

1. Voting members, who shall be all those persons whose teaching load is regularly more than half-time, and whose courses fall within the Division and who do not belong primarily to some other faculty. If a person has a joint appointment in two Divisions, he shall vote in the Division in which he teaches a majority of the time. If the division of labor is entirely equal, he may choose the Division for voting membership, subject to the approval of the Faculty Council. (This process shall also apply in establishing voting membership in a department in cases of joint appointment.)
2. Non-voting members, who shall include all persons who are currently teaching any course within the Division, but who are not entitled to vote.

C. Election of Division Chairmen

1. Each Division shall elect a chairman for a two-year term of office, the election to be held before the end of the preceding academic year and to be conducted by the Dean of the Faculty in a meeting of the Division.
 - a. A notice of the election shall be sent by the Dean of the Faculty at least two weeks before the election with a request and that those division members who desire not to be included on a list of potential nominees inform the Dean of the Faculty in writing at least two days before the election.
 - b. Nominations for chairman shall be made in the division meeting from a list of names presented by the Dean of the Faculty.
 - c. An election requires a majority of those present and voting, a run-off between the two candidates receiving the most votes to be held if necessary.

*This section has been temporarily superseded by action of the Faculty on January 22, 1975 as follows:

Each Division shall elect its own chairperson for a two-year term. Election shall be by majority of those present and voting after nominations from the floor.

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2. A division chairman may only be removed from office by a 2/3 majority vote of the Division with the concurrence of the Dean of the Faculty. In such cases the election of a new chairman, following the method outlined above, shall take place within two weeks.

IV. Faculty Council (Membership is defined in the Constitution. No other member of a department may substitute for the elected faculty member.)

A. Procedures

1. General Procedure: The Dean of the Faculty shall ordinarily chair meetings of the Council. The Council shall, from its own membership, elect first and second vice-chairmen and a secretary. This shall be done at the first meeting of the academic year for terms of one year. These elected officers of the Council shall serve as members of the Faculty-Board Liaison Committee and shall constitute an advisory group to the Dean regarding the calling of meetings and docket for meetings, but nothing shall preclude any member of the Faculty requesting an item be placed on the docket, providing the Dean receives twenty-four hours notice and any person implicitly involved is informed and is able to be present at the meeting. The following shall be an exception: if an action is being considered under circumstances which would normally require consultation or joint action with Faculty Council and such action may be construed as unfavorable to a member of the Faculty and that person requests that Council not review the case, Council shall respect the faculty member's decision. Confidentiality shall be presumed to exist in Council deliberations only if invoked by the Council in individual cases for specific reasons and for a restricted time.

2. Procedure for Consultation

Cases regarding questions of consultation shall be handled in this way. When the Dean of the Faculty and the Department Chairman recognize that a situation exists which may indicate a possibility of non-renewal or other action adverse to a particular faculty member they shall inform the person involved of this possibility and of the circumstances which have suggested their course of action. At the point at which the possibility becomes a recommendation for non-renewal, the faculty person shall be informed of this intention prior to the report of this to the Council. The faculty person may then request in writing that the Council arrange a hearing of the case or he may request that the case not be heard. If there is no response from the faculty person after his notification, the Council may make inquiry and determine whether or not there should be some hearing.

If the Council is not to hear the case, then the recommendation shall be reported to the Council, along with the faculty member's

request that no hearing take place. This shall be made a matter of record in the Minutes of the Council, but the Council does not have to make any further judgment.

If the Council is to hear the case, the recommendation shall be reported to the Council and a sub-committee of three faculty members (two of whom must be tenured) chose from Council membership shall be elected by the Council to conduct the hearing. At the hearing conducted by this sub-committee, the affected faculty member, the Dean of the Faculty, and the Department Chairman involved shall be present and the faculty member shall have opportunity to present any information which he believes will support his position. The Dean, the Department Chairman, the affected faculty member, or members of the sub-committee itself may invite other members of the faculty or administration to speak to the issue. Student opinion shall be solicited and introduced, either by individual written statements or by the personal appearance of representatives properly delegated by the student governments. Council may set limits upon the number of such representatives to be received, provided the limit shall be no lower than three but may be higher.

On receipt of this sub-committee's report at the conclusion of the hearing, the Council shall meet in executive session and shall arrive at a recommendation to be made to the administration. Only after this recommendation has been received shall the administration make a final disposition of the case.

The faculty member shall be informed of the possibility of action as far in advance of any recommendation as possible and in no case shall he have less than one week between learning that a recommendation is to be made and the convening of the Council. The Council may delay not more than 48 hours from receiving the sub-committee's report to its arrival at a recommendation and the Dean shall not act on that recommendation for 24 hours, but shall act promptly at that time in order that there be no unnecessary anxieties.

3. Procedure for Joint Action

If the case is one involving joint action, the procedures are the same as in consultation, through the hearing of the case, and the Council meeting in executive session to arrive at its recommendation to the Administration. After Council has arrived at its recommendation, if the position of the Council and the Dean of the Faculty (as representative of the Administration) concur, then the case is concluded, unless the intervention of an ad hoc committee is requested by the faculty member under the provisions of Bylaw I-C-4. If the recommendations differ, the Dean of the Faculty shall schedule another meeting of the Council at which meeting the President of the Colleges shall be present to seek to reconcile the difference between the College and Administration. If this meeting is not successful in producing concurrence, the procedures of the ad hoc committee (see Bylaw I-C-4) shall then be invoked. If agreement is still not reached, the President shall then schedule a joint meeting of the Council, the Dean, the President, the ad hoc

committee, and the Curriculum and Faculty Committee of the Board of Directors. The affected faculty member shall also have the privilege of appearing before this joint meeting, but appellants are the Council and the Administration, the ultimate decision being a matter of board action.

B. Further Responsibilities

In addition to hearing cases regarding questions of renewal, promotion, and tenure, as mandated by the Faculty Constitution, the Council shall serve the Faculty in the following ways.

1. Ongoing institutional research shall be conducted through the Council, in order that information shall be continuously available that would enhance the judgment of the Council on personnel matters. Council shall create a committee of six members, of whom three must be members of the Council elected to perform this task, and three shall be appointed by the Dean of the Faculty.
2. In cases where a faculty member applies for sabbatical leave, and there appear to be indications that this may not be granted, the Council, at the request of either the faculty member or the Dean of the Faculty, may review the situation to determine if a satisfactory resolution may be achieved. All sabbatical leaves shall be announced to the faculty in the term prior to which sabbatical is to be effective. The criteria to which Council shall give attention shall at least include:
 - a. The length and quality of service of the applicant at The Lindenwood Colleges.
 - b. The merit of the proposal for professional growth.
 - c. The feasibility of transferring resources from other areas of the Colleges, if it is impossible to staff the interim needs of the department from the department itself.
3. When a retirement is anticipated (see Constitution VII), the Faculty shall elect an ad hoc committee to recommend to the Faculty a decision on emeritus status.
4. The Council shall establish a Faculty-Board of Directors Liaison Committee. This shall consist of the three elected officers of the Council, plus two members appointed by the Dean of the Faculty from the Faculty at large. This committee shall have the following duties:
 - a. They shall meet at least twice during each academic year with the Board of Directors, to keep open the communication between the Faculty and the Board.
 - b. When a President or a Dean of the Faculty is to be appointed, they shall act as consultants in the initial stages in the process of discovering and interviewing candidates. The committee shall seek faculty opinion regarding standards for evaluation of candidates and the names of possible candidates,

c. shall present these as recommendations to the Boards of the Colleges, and shall remain available for consultation until the appointment is made.

V. Faculty Committees

A. Educational Policies Committee

1. Membership

- (a. The Division Chairmen, the President, and the Dean of the Faculty as Chairman.
- (b. Three faculty members shall be elected at the April faculty meeting, and three shall be appointed just following that meeting, all for staggered two-year terms. Nominations and appointments shall be in the first instance for two groups; one group shall serve one year, and the other group shall serve two years.

*

- (1) At least three faculty members shall be tenured, and all faculty members shall have been at The Lindenwood Colleges for one or more years.
- (2) No more than three of the faculty members, other than the Division Chairmen, shall serve from the same division.
- (c. Two students, one from each College, each also a member of the Curriculum Committee of his college.

*This section on membership has been temporarily superseded by action taken by the faculty on January 22, 1975 as follows:

1. Membership

- a. The three Deans, the three Division Chairmen.
- b. Three faculty members, one from each division, elected at large.
- c. Three students, elected at large, by women's, men's, evening/ special student's colleges.

2. EPC shall elect its own chairman and shall meet at least once a month or more often as needed or requested by the chairman, its members, or the President of the Colleges.

2. Duties:

- a. To represent the Faculty in the interim between meetings of the Faculty.
- b. To serve in an advisory capacity to the President and Dean of the Faculty.

- c. To initiate or consider proposed changes in the educational program including the creation, merger or abolishing of departments and programs, and to make recommendations to the Faculty regarding such changes.
 - d. To recommend to the Faculty candidates for honorary degrees.
 - e. To establish criteria for, and to administer, all programs and events awarding academic honors.
 - f. To choose from their number six members, excluding the three Division Chairman (who represent their Divisions), to serve on subcommittees of the Educational Policies Committee, and to represent those subcommittees to the Educational Policies Committee.
3. Subcommittees (Terms of membership are for one year.)
- a. Lindenwood College Curriculum Committee
 - 1) Membership:
 - a) The Dean of the College shall be chairman without vote.
 - b) Five faculty members: one a member of the Educational Policies Committee, two elected, two appointed.
 - c) Five students from the College, one of whom shall serve on the Educational Policies Committee, who are elected by the students of their respective college.
 - 2) Duties:
 - a) To initiate, review, and implement proposals for special programs distinctive to the College.
 - b) To report to the Divisions involved, to the Educational Policies Committee, and through them to the Faculty.
 - b. Lindenwood College II Curriculum Committee
 - 1) Membership:
 - a) The Dean of the College shall be Chairman.
 - b) Five faculty members: one a member of the Educational Policies Committee, two elected, two appointed.
 - c) Five students from the College, one of whom shall serve on the Educational Policies Committee, who are elected by the students of their respective college.
 - 2) Duties:
 - a) To initiate, review, and implement proposals for special programs distinctive to the college.

e. Special Events Committee

- b) To report to the Divisions involved, to the Educational Policies Committee and through them to the Faculty.

c. Committee on Teacher Education

1) Membership:

- a) The staff of the Department of Education, the Dean of the Faculty, the Deans of the Colleges, the Registrar, and the Dean of Continuing Education.
- b) One faculty representative elected from each of the following areas of teacher certification: Art, Business, Education, English, Modern Languages, Classics, Library Science, Mathematics, Music, Health and Physical Education, Biology, Physical Science, Social Studies (elected by the Social Science Division). In the event that the State Department's certification requirements are changed and/or the college adds or deletes teaching fields, the Committee on Teacher Education's membership will change accordingly.

- c) A member of the Educational Policies Committee.

2) Duties:

- a) To review, plan, and approve the Program of Teacher Education.
- b) To report to the Educational Policies Committee and through them to the faculty.

d. Special Terms Committee

1) Membership:

- a) Three faculty members, no more than two from any one Division, two elected, one appointed.
- b) Two members of the Educational Policies Committee.
- c) Two students, one from each college, who are not members of the Educational Policies Committee.

2) Duties:

- a) To initiate, review, and implement proposals for special term programs, including January Term, Summer Session, Junior Year Abroad.
- b) To report to the Educational Policies Committee and through them to the Faculty.

e. Special Events Committee

1) Membership:

- a) Three faculty members, one from the Educational Policies Committee, one elected, and one appointed.
- b) Two students, each elected from and by his respective college's Lectures and Concerts Committee.

2) Duties:

- a) To plan and evaluate special events such as programs that bring visiting lecturers and artists to the Colleges.
- b) To stimulate interest in such events by seeing to it that they are publicized.
- c) To report to the Educational Policies Committee and through them to the Faculty.

B. Academic Resources Committee (The term of membership is one year.)

1. Membership:

- a. Five faculty members, three elected and two appointed. The Librarian, Audio-Visual Director, Language Laboratory Director, and Director of the Computer Center are ex officio members with vote.
- b. Two student members, one from each College, each appointed by the Dean of the respective College after consultation with his Curriculum Committee.

2. Duties:

- a. To evaluate the Lindenwood Library collection and to recommend the strengthening of those resources which seem to be inadequate.
- b. To review annually the adequacy and to make recommendations concerning the budgets given to each department for the purpose of the acquisition of new resources for the Lindenwood Library.
- c. To evaluate and regulate the quantity, condition, and accessibility of resources, such as projectors, record players, adding machines, and software, available to the Faculty.

C. Admissions and Financial Aid Committee (The term of membership is one year.)

1. Membership:

- a. Three faculty members, two elected, one appointed.
- b. Ex officio members, the Director of Admissions, the Registrar, and the Deans of the Colleges.
- c. Two student members, one elected from each college, to serve in policy considerations. The students must be juniors or seniors with a 2.75 or higher grade point average.

2. Duties:

- a. To recommend to the Faculty and Administration criteria for the selection of students.
- b. To review and make recommendations to the President and the Dean of the Faculty policies concerning all scholarships and all other financial assistance given to students.
- c. To choose one of their elected members to sit on the Administration Financial Aid Committee.
- d. To hear appeals concerning decisions made by the Administration Financial Aid Committee that alter the terms of a student's aid and to make recommendations concerning such to that Committee.
- e. To make an annual report to the Faculty covering:
 - 1) Data concerning the nature of students admitted and statistical studies comparing this data with achievement data at certain intervals of the students' college careers.
 - 2) Any changes in admissions policy in a given year.
- f. To make available on request information to the Faculty Council and Educational Policies Committee.

D. Nominations Committee

1. Membership:

- a. The Nominations Committee, which consists of three members, one from each of the divisions, shall be elected from and by the Faculty at each March Faculty Meeting. Nominations to this committee shall be made from the floor at that meeting.

2. Duties:

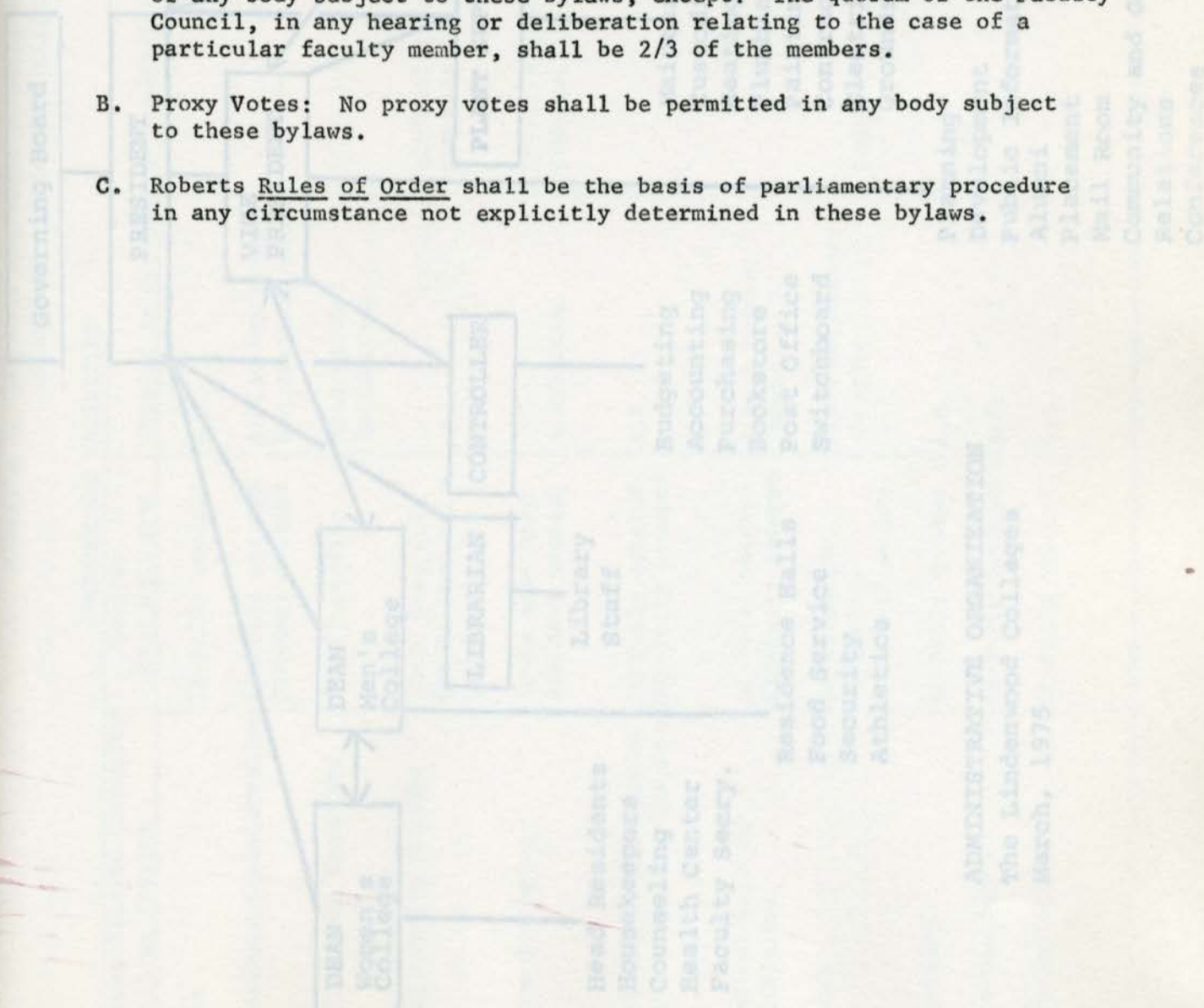
- a. To nominate the Faculty members to be appointed or elected to committees, except the Nominations Committee. In each case, a minimum of one more nominee than required shall be submitted

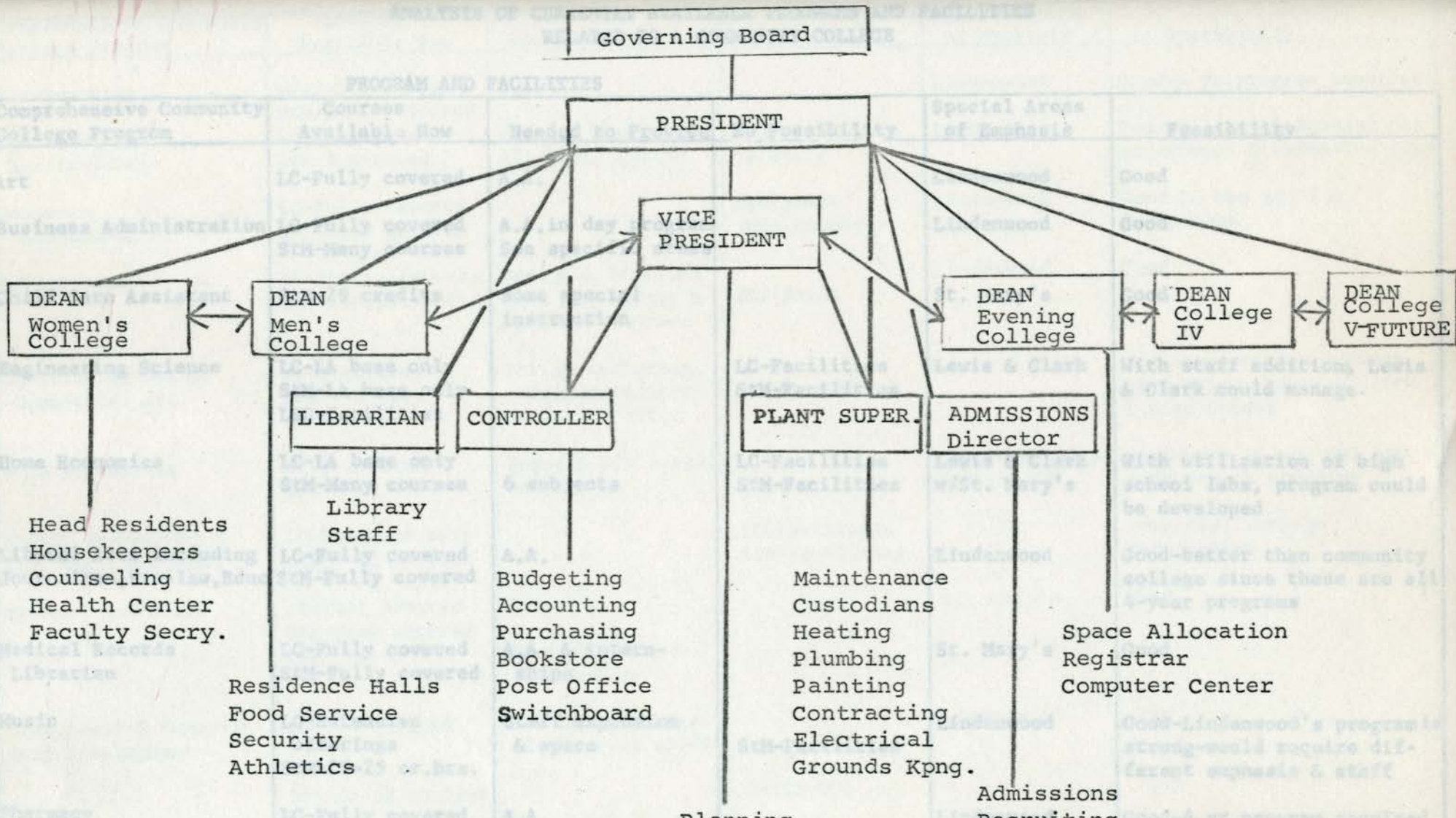
to the President or to the Faculty. Also, in each case, the committee shall notify the Faculty of the date by which nominations are to be completed, so that names may be submitted to the committee for consideration.

- b. To keep records of all nominations and membership on committees.
- c. To nominate members to fill vacancies on committees, except on the Nominations Committee, in which case nominations shall be made from the floor and election held at the first Faculty Meeting following the occurrence of a vacancy.

VI. General Procedures

- A. Quorum: A simple majority shall be sufficient to conduct the business of any body subject to these bylaws, except: The quorum of the Faculty Council, in any hearing or deliberation relating to the case of a particular faculty member, shall be 2/3 of the members.
- B. Proxy Votes: No proxy votes shall be permitted in any body subject to these bylaws.
- C. Roberts Rules of Order shall be the basis of parliamentary procedure in any circumstance not explicitly determined in these bylaws.





ADMINISTRATIVE ORGANIZATION
 The Lindenwood Colleges
 March, 1975

- Planning
- Development
- Public Information
- Alumni
- Placement
- Mail Room
- Community and Government Relations
- Conferences

ANALYSIS OF CURRENTLY AVAILABLE PROGRAMS AND FACILITIES
RELATED TO A COMMUNITY COLLEGE

PROGRAM AND FACILITIES

Comprehensive Community College Program	Courses Available Now	Needed to Provide	No Possibility	Special Areas of Emphasis	Feasibility
Art	LC-Fully covered	A.A.		Lindenwood	Good
Business Administration	LC-Fully covered StM-Many courses	A.A. in day program See specific areas		Lindenwood	Good
Child Care Assistant	StM-29 credits	Some special instruction		St. Mary's	Good
Engineering Science	LC-LA base only StM-LA base only L&C-Facilities	Design, lettering, Commercial Art lab & cutric.	LC-Facilities StM-Facilities	Lewis & Clark	With staff addition, Lewis & Clark could manage.
Home Economics	LC-LA base only StM-Many courses	Space & add'l. equi 6 subjects	LC-Facilities StM-Facilities	Lewis & Clark w/St. Mary's	With utilization of high school labs, program could be developed
Liberal Arts including Journalism, Pre-law, Educ	LC-Fully covered StM-Fully covered	A.A.	LC-Facilities StM-Facilities	Lindenwood	Good-better than community college since these are all 4-year programs
Medical Records Librarian	LC-Fully covered StM-Fully covered	A.A. & intern- ships		St. Mary's	Good
Music	LC-Extensive offerings StM-20-25 cr. hrs.	Staff expansion & space A.A.	StM-Facilities	Lindenwood	Good-Lindenwood's program is strong-would require different emphasis & staff
Pharmacy	LC-Fully covered	A.A.		Lindenwood	Good-4 yr. program required
Pre-Dentistry	LC-Fully covered	A.A.		Lindenwood	Good-4 yr. program required
Pre-Medicine	LC-Fully covered	A.A.		Lindenwood	Good-4 yr. program required

Comprehensive Community College Program	Courses Available Now	Needed to Provide	No Possibility	Special Areas of Emphasis	Feasibility
Pre-Teaching	LC-Fully covered StM-Fully covered	A.A.		Lindenwood	Good-4 yr. program required
Agri-Business Horticulture	LC-LA-base only StM-9 courses	Plant & Hort. stf. All hort. course	StM-Facilities & Staff	Lindenwood	Possibility-Lindenwood has greenhouse & extensive land
Business Accounting	LC-Fully covered StM-Many courses		Equipment incl. computer	Lindenwood	Good-LC has staff & facilities
Advertising	LC-Partially cov. StM-Partially cov.	Design & Practice Data Processing & Advanced Courses	Equipment	Lindenwood	Good
Advertising Design Commercial Art	LC-1/2 covered StM-6-8 courses L&C-	Design, lettering, Commercial Art HS labs & curric.	StM-Facilities	Lewis & Clark	Good-cooperation between Lindenwood, Lewis & Clark & High School
Data Processing	LC-1/2 covered L&C-	Space & add'l. equip Curriculum		Combined Lewis & Clark/LC	Good-both LC and L&C have computers & programs
Hotel, Restaurant & Institutional Mgmt.	LC-bus. cour. only StM-9-10 courses		LC-Facilities StM-Facilities	?	Potential through internships
Medical Secretary	LC-Well covered StM-Some courses L&C-	A.A. HS facilities & curriculum		St. Mary's	Good
Management & Supervisory Development	LC-3/4 covered StM-11-12 courses	Job design, supervision, case study A.A.		Lindenwood	Good
Retailing	LC-Fully covered StM-Partially cov.	A.A. Fund. 1&2; Coop. Retailing 1,2,3,4		Lindenwood	Good

Comprehensive Community College Program	Courses Available Now	Needed to Provide	No Possibility	Special Areas of Emphasis	Feasibility
Sales	LC-3/4 covered StM-5-6 courses L&C- StM-3/4 covered	A.A.-Cr.Selling, Adv.Theory,Consum- er behavior Specific courses in sales	Facilities & " " Staff	Lewis & Clark Lindenwood	LC & STM cooperating with L&C to provide LA base. LC has 3/2 engineering prog. with WashU.&UofMo.at Rolla
Secretarial	LC-Fully covered StM-Mostly cov.	A.A. Secretarial course & staff HS & curriculum	Facilities & " " Staff	Combined	Good " "
Clerk-Typist	LC-Fully covered StM-Some courses L&C-	Certificate Business teacher HS & curriculum	Facilities & " " Staff	Combined	Good
Technical Illustration	LC-LA-base only StM-6 courses L&C-	Staff & change in facilities Additional staff Curriculum	StM-staffing Facilities & " " Staff	Lewis & Clark	Good
Engineering Science	LC-LA base only StM-most basic courses L&C-	Computer Program- ming & Eng.courses Curriculum	StM-equipment & staff " " Staff	Lewis & Clark	Potential with additional equipment at Lewis & Clark
Engineering Technology Chem.Engin.Tech.	LC-LA base only StM-5-6 courses L&C	Curriculum	Facilities & " " Staff	Lewis & Clark	Potential with staff & equipment expansion
Civil Engineering Technology	LC-LA base only StM-5-6 courses L&C-	Curriculum	Facilities & " " Staff	Lewis & Clark St. Mary's	LC & STM cooperating with L&C to provide LA base. LC has 3/2 engineering prog. with Wash.U.&UofMo.at Rolla
Electrical Engineer- ing Technology	LC-LA base only StM-5-6 courses L&C-	Curriculum	Facilities & " " Staff	Lewis & Clark	" "

Comprehensive Community College Program	Courses Available Now	Needed to Provide	No Possibility	Special Areas of Emphasis	Feasibility
Electronic Engineering Technology	LC-LA base only StM-5-6 courses L&C-	Curriculum	Facilities & " " Staff	Lewis & Clark St. Mary's	LC & StM cooperating with L&C to provide LA base. LC has 3/2 engineering prog. with WashU.&UofMo.at Rolla
Industrial Engineering Technology	LC-LA base only StM-5-6 courses L&C	Curriculum	Facilities & " " Staff	Lewis & Clark	St. Mary's already has fully developed 2-year nursing program
Mechanical Engineering Technology	LC-LA base only StM-5-6 courses L&C	Curriculum	Facilities & " " Staff	Lewis & Clark St. Mary's	LC & StM cooperating with L&C on LA base
Refrigeration	LC-incidentals courses StM- " " L&C-	Curriculum	Facilities & " " Staff	Lewis & Clark	Good at Lewis & Clark-LA base at LC and StM
Industrial Technology Automotive Tech.	LC-LA base only StM-5-6 courses L&C	Curriculum & equip	Facilities & " " Staff	Lewis & Clark	Potential with additional equipment at Lewis & Clark
Drafting & Design Technology	LC-LA base only StM-5-6 courses L&C-	Curriculum	Facilities & " " Staff	Lewis & Clark	Good at Lewis & Clark-LA base at LC & StM
Electrical-Electronic Technology	LC-LA base only StM-5-6 courses L&C	Curriculum	Facilities & " " Staff	Lewis & Clark	Good at Lewis & Clark-LA base at LC & StM
Health Clinical Lab Tech.	LC-LA base only StM-1st 2 sem.	Additional faculty		St. Mary's	Good Could be developed
Dental Hygiene	LC-LA base only StM-8 courses		Staff & Equip.	?	Would require special equipment
Dental Assisting	LC-LA base only			?	" "

Comprehensive Community College Program	Courses Available Now	Needed to Provide	No Possibility	Special Areas of Emphasis	Feasibility
Inhalation Therapy	LC-LA base only StM-Most courses	23 credits in inhalation therapy- Hospital facilities		St. Mary's	Good with cooperation between St. Mary's & Hospital
Nursing	LC-LA base only StM-Fully covered L&C -	Library, curriculum, cooperation w/hosp.		St. Mary's	St. Mary's already has fully developed 2-year nursing program
Medical Office Assistant	LA-LA base only StM-3-4 courses L&C-	Special insti. & clinical facil. HS & curriculum		St. Mary's	Good with cooperation between St. Mary's & Hospital
Radiologic Technology	LC-LA base only StM-Most courses	31 credits & equip.	StM-equipment	?	Problem of equip. & space
Public Service Fire Protection Technology	LC-LA base only StM-8 courses L&C-	Staff & Intern. All		?	Could be developed with Lewis & Clark as center and fire sta. providing intern.
Law Enforcement	LC-LA base only StM-Most courses	27 credits in spec. field			Could be developed
Library Service	LC-Fully covered StM-Fully covered	A.A.		Lindenwood & St. Mary's	Good
Home & Comm. Living	LC-LA-base only	Principles and Human Services			
Human Services	StM-Most courses	Practicums-5 courses		St. Mary's	Could be developed

